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ABSTRACT

This study analyzed base-year student data files from the 1988 National Education Longitudinal Study (NELS:88) cross-sectionally to identify relationships between school violence and student achievement in reading and mathematics. The analysis identified student behavior variables related to three measures of school violence: (1) personal behavior, such as being sent to the office for misbehaving, parents being warned about behavior, or fighting with other students; (2) victimization, whether having something stolen, receiving a drug offer, receiving threats or harm; and (3) perception of violence indicated by student responses to how they perceived violence problems in their school. Background variables included in the analyses were sex, race/ethnicity, socioeconomic status quartile, school type (public, Catholic, other religious private, nonreligious private), and school community location (urban, suburban, and rural). Associations of school violence measures plus student background characteristics on student achievement show that when the incidence of negative personal behavior increases, there is a negative effect on achievement. Students experiencing victimization and students' perceptions of violence in their schools show lower levels of effect on achievement. Implications for school practices and suggestions for future research are discussed. Three appendixes contain summaries of school violence reports, a description of the NELS:88, and the NELS:88 eighth grade questionnaire. (Contains 14 tables and 138 references.) (SLD)

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SCHOOL VIOLENCE AND STUDENT ACHIEVEMENT IN READING AND MATHEMATICS AMONG EIGHTH GRADERS

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in the Graduate College of the
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SCHOOL VIOLENCE AND STUDENT ACHIEVEMENT IN READING AND MATHEMATICS AMONG EIGHTH GRADERS

Beverly Eugene Coleman, Ph.D.
College of Education
University of Illinois at Urbana-Champaign, 1998
Frederick A. Rodgers, Adviser

Base year student data files from the 1988 National Education Longitudinal Study (NELS:88) were analyzed cross-sectionally to identify relationships between school violence and student achievement in reading and mathematics. The analysis identified student behavior variables related to three measures of school violence: personal behavior—sent to office for misbehaving, parents warned about behavior, fighting with other students; victimization—had something stolen, received drug offer, received threats or harm; and perception of violence— (students responded to how they perceived violence problems in their school as serious, moderate, minor, or no problem) such as physical conflicts among students, robbery/theft, vandalism of school property, use of alcohol and drugs, possession of weapons, physical and verbal abuse of teachers. Background variables included in the analysis: sex, race/ethnicity, socio-economic status quartile, school type (public, Catholic, other religious private, non-religious private), and school community location (urban, suburban, rural). Associations of school violence measures plus student background characteristics on student achievement showed that when the incidence of negative personal behavior increased, there was a negative effect on achievement. Students experiencing victimization and students' perception of violence

in their schools showed lower levels of effect on achievement. Implications for school practices and suggestions for future research are discussed.

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This study analyzed base year student data files from the 1988 National Education Longitudinal Study (NELS:88) cross-sectionally to identify relationships between school violence and student achievement in reading and mathematics. The analysis identified student behavior variables related to three measures of school violence: personal behavior—sent to office for misbehaving, parents warned about behavior, fighting with other students; victimization—had something stolen, received drug offer, received threats or harm; and perception of violence—(students responded to how they perceived violence problems in their school as serious, moderate, minor, or no problem) such as physical conflicts among students, robbery/theft, vandalism of school property, use of alcohol and drugs, possession of weapons, physical and verbal abuse of teachers. Background variables included in the analysis: sex, race ethnicity, socio-economic status quartile, school type (public, Catholic, other religious private, non-religious private), and school community location (urban, suburban, rural). Associations of school violence measures plus student background characteristics on student achievement showed that when the incidence of negative personal behavior increased, there was a negative effect on achievement. Students experiencing victimization and students' perception of violence in their schools showed lower levels of effect on achievement. Implications for school practices and suggestions for future research are discussed.

DEDICATION

My work is dedicated to the loving memory of Mamma Addie, my mother, Addie Morris Coleman Goss, whose spiritual guidance, encouragement, and inspiration are with me forever.

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This thesis is intended to promote the exchange of ideas among researchers, policymakers, and practitioners. The views expressed in it are part of ongoing research and analysis and do not necessarily reflect the position of the United States Department of Education.

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CHAPTER I

INTRODUCTION

Background

Over the past decade, violence in America has steadily increased, spreading and penetrating national security which has gradually decreased citizens' confidence in the ability to protect their families and communities. For the first time since the 1970s, the incidence of violent acts against strangers occurs more frequently than violence between individuals who know each other (Hughes and Hasbrouk, 1996). America, the pre-eminent military power, is at-risk because of the onslaught of violent incidents invading every phase of daily life in urban, suburban, and rural locales (Ceperley and Simon, 1994; Ballard and McCoy, 1996; Hoffman, 1996). Violence and trauma in urban neighborhood communities create destruction at unsafe levels that impact the school learning environment in urban schools. High levels of urban unemployment and poverty have been cited as causes (Kober, 1994; USEd, NCES, Challenge, 1996). Since the late 1980s, trends show that urban patterns of violence and trauma are increasingly being reflected in suburban and rural communities as well; however, less is known about causes (Kadel and Follman, 1993; Haberman, 1994; Larson, 1994; Shanker, 1995; Ballard and McCoy, 1996). In order to know more about school violence, more enlightenment about violence in general is required.

Increasingly, schools outside urban areas are no longer the safe havens they once were. Schools throughout America are

at-risk of no longer being places where students are free to develop and learn the skills required to become successful, productive, and contributing citizens (Walker and Gresham, 1997). A 1993 National School Boards Association (NSBA) study reported that of 720 school districts, 82 percent reported an increase in violence over the past five years, across all geographic areas (National School Boards Association, 1993). Daily, news media reports support these trends. For example, two widely reported high school shooting incidents, each by a student gunman, occurred during fall of the 1997-98 school year. In early October 1997, a male student at Pearl High School, located in a suburban community outside Jackson, Mississippi, was charged with the shooting deaths of two students and with wounding several more students. Five other Pearl High male students and one male graduate of the school were subsequently charged with conspiracy in connection with the shootings. In early December 1997, a male student at Heath High School, located in rural West Paducah, Kentucky, was charged with firing a stolen semiautomatic pistol into a circle of praying students. This incident was the first shooting ever to occur in the 7,000-student McCracken County school district (Jacobson and White, 1997). In late February 1998, two male middle school students in a Maryland suburb were arrested after transporting a home-made bomb on a school bus and planting the bomb in a school locker. The principal discovered the bomb and evacuated the school building before the bomb exploded. The students allegedly used the school locker as a temporary pass-off point

for the bomb. Most recently, during late March 1998, in rural Jonesboro, Arkansas, two heavily armed 11 and 13 year old boys wearing camouflage clothing and hiding among trees fired on a group of their Westside Middle School classmates and teachers as they scurried outside during a false fire alarm. The ambush, just outside this town of 50,000, left four female students and a teacher dead and 11 others wounded (Schwartz, 1998). Youth violence in school settings appears to be random, spontaneous, and unpredictable. Self-inflicted youth violence is cited among concerns of American Indian youth who see their violent world claiming youth through drug-induced deaths, gang violence, and teen suicides (Crow, 1997). These incidents and concerns present examples of the evidence that increasing violence occurring in communities has not escaped the schools.

In the early 1980s, schools failing in their mission to serve the national interest was the educational concern presented in A Nation at Risk released in April 1983 (USEd, Risk Report, 1983). This landmark report did not address what has since become a central focus which will define our country's future—violence in the school teaching and learning environment and the resulting impact on student achievement. Few people would challenge the findings of recent school violence reports which declare that America's schools and classrooms have changed dramatically during the past decade because of violence in the school setting. Violence is a serious problem and the heightened awareness of the public's concern about violence in schools has been reflected in several important reports citing

school tragedies resulting from incidents of school violence (National School Safety Center, 1993; Applebome, 1994; Johnson and Immerwahr, 1994; Harris, 1995; USEd, NCES, Victimization, 1995; USHHS, CDC, 1995; USEd, Press, 1996; Elam et al., 1994, 1995, 1996, and 1997; USEd, NCES, Crime, 1997; USED, NCES, Violence, 1998). Summaries of recent important school violence reports are presented in Appendix A.

The magnitude of crime, violence, victimization, and associated disruption in America's schools severely impairs the educational process and the normal psychological development of many students. Because the trauma in the urban community at large is even more prevalent, a cascade of highly disruptive factors negatively impacts students' academic achievement (USEd, Network, 1993). The argument has been made that for children, inner-city experiences, including the school learning environment, can be compared to life in communities at war (Garbarino et al., 1992; Lewis and Fox, 1993; USEd, NCES, Safety, 1996). In some suburban and rural communities, experiences are rapidly becoming equally dangerous (Shanker, 1995; Ballard and McCoy, 1996). One of the most critical problems confronting educators today is the ability to immediately and dramatically improve the academic performance levels of students especially in environments where school violence is prevalent. Data on violence is readily accessible from the constant flow of violence information widely disseminated through media reports, public surveys, electronic information and the research literature (Ascher, 1994; USEd,

NCES, Crime, 1997). The challenge for policymakers and practitioners is to interpret the relationship of reported trends to school policy decisions and develop effective practices to curb school violence and increase student learning (Youth Violence Policymakers Guide, 1996).

School districts and administrators are responding to school crime and violence by employing measures such as installing metal detectors, hiring and arming security guards, locking and chaining school doors, mandating school uniforms, and conducting random searches of student bookbags and lockers (Flannery, 1997). Some schools have been altered to the extent that they resemble detainment facilities which detracts from the positive learning environment. Several recent reports have suggested that easy availability of guns and weapons to youth gangs has made a profound impact on our society over the last decade creating a perception that violence is a common occurrence in our daily lives (Ceperely and Simon, 1994; Larson, 1994; Weisenburger, et al., 1995; Schwartz, 1996; USEd, NCES, Crime, 1997). The tone of some reports suggests that a large portion of the nation has become desensitized to the extensive and detrimental effects of violence (Norland, 1992; Northwest Regional Laboratory, 1994; Stephens, 1994; Mazen and Hestand, 1996; Edelman, 1994, 1995, and 1996). School safety has become a priority for parents, students, teachers, administrators, politicians, and policymakers. One of the National Education Goals for the year 2000 is to create school environments that are free of violence and drugs (USEd, 1993, NCES Goals).

The wide attention to youth and school violence issues from a variety of sources indicates the need for effective coordinated responses by local, state, and federal agencies (National School Boards Association, 1993; Moyers, 1995; Edelman, 1994, 1995, and 1996). Individuals, groups, and community organizations are beginning to work in partnership with schools to develop a number of diverse approaches, model programs, strategies, and initiatives designed to stop youth violence (USEd and DHHS, Together, 1993; Justice, 1994; National Conference Papers, 1994; USGAO, 1995; Leistyna and Sherblom, 1995). Coordinated commitments to prevent the occurrence of violent incidents and to provide intervention strategies, as well as to solve consequences of violent acts, present a synchronized effort leading to maximum success and long-term effectiveness in combating violence throughout communities (McCombs, 1994; Stephens, 1994; USEd, Mercer, 1995). According to violence-prevention experts, no simple solution exists and ending the youth violence epidemic will not be easy (Kadel and Follman, 1993). Learning cannot take place in an atmosphere of fear and intimidation (Craig, 1992; USEd, NCES, Goals, 1993; Riley, 1993; Regional Laboratory for Educational Improvement, 1995; Shanker, 1995). A primary goal of today's schools must be to develop strategies and provide resources that will reduce the number and intensity of school violence incidents (Knox, 1997).

Description of School Violence

Daily, the nation's schools are becoming more unstable based on increasing numbers of students exhibiting disruptive behavior leading to violent acts in the school setting. Disruptive or externalizing behavior is described as demeanor that is antisocial, defiant, challenging, negatively aggressive, noncomplying, acting-out, etc. The impact of violent acts in schools extends beyond the typical minor, soon forgotten, incidents expected of most students during their normal course of development. Such disruptive student behavior continues to be one of the most profound issues confronting schools (Bullock et al., 1983; Evans and Evans, 1985; Hranitz and Eddowes, 1990; Kadel and Follman, 1993).

A multitude of information is available on the subject of violence and its relationship to every aspect of human existence. Some of the data is focused on the emotional consequences of violence such as victims developing feelings of sorrow, grief, bereavement, shock, denial, protest, anger, depression, despair, revenge, rejection, and fear (Oates, 1988; Reasoner, 1995). Other information addresses violence issues by suggesting causes are related to physiological and genetic linkages; psychological impacts; sociological conditions; and behavioral patterns (Burrowes et al., 1988; Wallach, 1993; Soriano et al., 1994; Prutzman, 1994).

At the national level, plans are being formulated to expend a large portion of tax dollars on comprehensive school reform efforts to improve the nation's delivery system for education

and increase student performance (USEd, Comprehensive, 1998). However, schools are not likely to realize optimal success with educational reforms and student learning initiatives until effective school violence prevention and intervention strategies are developed and implemented (Shanker, 1995; Schwartz, 1996).

Statement of the Problem

The early research proposal included a collective review of electronic information, research literature, public opinion polls, and media reports all presenting the national concern that disruptive youth violence in schools negatively impacts the educational process and normal development among students as well as the well-being of educators and other school personnel (Coleman, September 1995). Findings cited throughout the research literature suggest a relationship between behavior and achievement (Craig, 1992; Kadel and Follman, 1993; Ascher, 1994; Haberman, 1994; Furlong and Morrison, 1994; Harris, 1995; Gilbert, 1996). We know that school violence is a serious problem that has thrust student learning priorities into the background and school security concerns into the forefront (Schwartz, 1996; Gilbert, 1997). There is limited research analyzing types of school violence and student achievement in reading and mathematics by school type (public, Catholic, non-sectarian private, and other private religious schools); by location (urban, suburban, and rural communities); and by background characteristics of students.

An earlier study analyzed data from the 1988 National Education Longitudinal Study (NELS:88) to identify dependent

variables with high zero-order correlations between behaviors and selected independent school variables as predictors of students' problem behaviors (Weishew and Peng, 1993). For this study, data from NELS:88 were analyzed to measure aspects of school violence plus student background variables regressed on consolidated reading and mathematics scores from cognitive tests administered during the NELS:88 study. According to educational information, a student's reading ability is thought to be greatly influenced by factors outside the school setting (Regional Laboratory, 1995). Mathematics achievement is considered to be an indicator of what is learned in school (USEd, NCES, Condition, 1997).

Purpose of the Study

The purpose of this study was to analyze the relationship between school violence and student achievement in reading and mathematics among eighth graders. Students who exhibit disruptive and violent behavior pose a dilemma to the education community. Despite numerous efforts over a number of years, schools have not effectively impacted the educational and life outcomes for these students. The impact of recent reform efforts seems to have been limited and not systemic, pervasive or comprehensive enough to result in wide-scale success necessary for large proportions of students to achieve academically and be internationally competitive (Johnson, 1997). On the plus side, a number of promising violence intervention and prevention efforts have been reported (USGAO, 1995). On the other hand, better measures are needed to identify causal

relationships and to suggest additional opportunities for school violence prevention and intervention strategies (USGAO, 1995). There is a dearth of research on the overall effectiveness of violence prevention efforts and the connection to student achievement. The objectives of this research were to present a data-supported, systematic and comparative schema that sheds light on factors related to the impact of school violence on student achievement in reading and mathematics; to advance knowledge regarding how policymakers and practitioners might best curb the growth of disruptive and violent student behavior in the school setting; and to contribute useful information to the general body of education research.

The focus of this investigation was to examine the extent of school violence in the nation's schools. The approach was to analyze existing data on the behavior and achievement performance patterns of eighth grade students during 1988 in reading and mathematics in terms of three school violence measures: personal behavior; victimization; and perception of violence.

Significance of the Study

The study is significant because: violence is an escalating problem in America; there is a scarcity of research linking school violence issues to students' academic achievement; and most school-based efforts operate under the premise that violence is a learned behavior and therefore, tend to focus on devices for increasing security rather than on appropriate support for the educational needs of students. For the majority

of students, the important issue may be less one of violent personal attack and more one of stolen property and threats that color their perceptions and induce anxiety and fear while in school (Hanke, 1996). However, witnessing acts of violence, in addition to being personally victimized by violence, can also cause students to be fearful and anxious, affect a student's willingness to attend school, and impact on a student's ability to learn and be socialized at school (Flannery, 1997).

Data from NELS:88, the best available existing comprehensive and representative student data, were used to analyze and understand the connection between school violence and student achievement. NELS:88 is a survey of students followed from the eighth grade to the early years of college (1988 to 1994), augmented by parent, school administrator and teacher surveys. The base year student data, gathered during the 1988-89 school year, were investigated cross-sectionally for this study (USEd, NCES, Guide, 1994). The results of this investigation will enable examination of common themes and differences among all types of schools. The information will enable educators to interpret, anticipate, and develop effective school policy and programs for optimal teaching and learning while faced with solving school violence problems.

Research Questions

In summary, the following research questions were examined:

1. What is the nature of violence in school settings in urban, suburban, and rural communities?

a. What are the most prevalent types of school violence in four types of schools: public, Catholic, non-sectarian private, and other private religious schools? Students described the degree of violence problems in their schools as serious, moderate, minor, and not a problem for three school violence measures: personal behavior, victimization, and perception of violence.

b. What are the patterns of school violence among eighth graders by student background characteristics: sex, race/ethnicity, socio-economic status quartile, and family income; by school characteristics: school type, school poverty indicator (percent of students participating in a free or reduced lunch program), and percent of minority students attending a school?

2. What is the relationship of different types of school violence problems to student achievement in reading and mathematics?

Organization of the Thesis

As previously stated, this research analyzed the relationship between school violence and student achievement in reading and mathematics among eighth graders in 1988. Chapter I provides background information, explores school violence problems and issues, states the purpose and significance of the study, and presents the research questions. Chapter II reviews the school violence literature. Chapter III presents the methods and procedures for the study. The results and discussion are presented in Chapter IV. The summary,

conclusions, implications, and recommendations are discussed in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

The Prevalence of School Violence

The pervasive nature and problems of societal crime and violence and the public's concern about the resulting invasion on the school learning environment were introduced and reviewed in Chapter I.

Concern about the prevalence of crime and victimization leading to school violence, has permeated the education system since the 1950s (Asmussen, 1992). The 1974 Congress responded to the persistent and increasing problem of school violence by mandating a national survey of the prevalence of school crime, the factors associated with its perpetration, and the effectiveness of existing measures to ameliorate student victimization. This mandate led to the Safe Schools Study (National Institute of Education [NIE], 1986) which showed disturbing trends in the nation's schools (Flannery, 1997).

The NIE report revealed that while teenagers spend up to one-fourth of their waking hours at school, 40 percent of the robberies and 36 percent of personal attacks against them occurred at school (Rapp, Carrington, and Nicholson, 1986). The significant emotional, economic, and social costs of school violence were illustrated by the survey. For example, students in junior high schools were victimized by other students at higher rates than high school students, and a third of junior high students in large cities said they avoided places at school such as the rest room because of fear of being victimized by a

peer. Increasing numbers of students reported staying home from school because they feared for their safety. More than 100,000 teachers reported they were threatened with physical harm, and over 5,000 teachers reported being physically attacked each month. Attacks on teachers were much more likely to result in injury for teachers compared to assaults between students (Moles, 1986; Hanke, 1996; Flannery, 1997).

The report of the Safe Schools Study documented the significant economic costs of school crime and violence, estimated to be $200 million annually. Burglaries were reported to occur five times more often in schools than in businesses. The average cost of each theft was reported to be about $150. Incidents of vandalism were also higher than expected, occurring an average of one time per month in a quarter of the schools surveyed (Flannery, 1997). From 1950 to 1975, misbehavior in the school setting shifted from acts of violence against property to violence against persons, and fights shifted from words to weapons, with sometimes lethal outcomes (Rubel, 1977; Flannery, 1997).

The results of the Safe Schools Study created continued interest in the nature and extent of school crime and violence, the impact on the school learning environment, and the economic and social costs (Flannery, 1997). The consequence of violence and victimization for students who reported high levels of fear and concern about their safety and security prompted several efforts to combat school crime. These concerns led to the

inclusion of questions about school-related victimization in the annual National Crime Victimization Survey (NCVS).

The first NCVS that contained school-related victimization items examined the period of time from 1974 to 1981 (Toby, Smith, and Smith, 1986; Flannery, 1997). The data showed that although school crime and victimization were rapidly increasing, levels had remained fairly constant during the years examined. The NCVS documented that over half the criminal incidents for victims ranging in age from 14-17 occurred at school. A significant number of youth were victimized by robberies, experienced aggravated and simple assaults, and larceny at school (Toby, et al., 1986). Contrary to the NIE Safe Schools Survey, the NCVS found that 40-50 percent of victimizations perpetrated in schools were committed by strangers (Flannery, 1997).

These findings led to the creation of a School Crime Supplement to the NCVS. This survey of over 10,000 youth ranging in age from 12-19 who attended school during the first six months of the 1988-89 school year showed that 9 percent of students had been victims of crime in or around school: 7 percent reported at least one property crime and 2 percent a violent crime (Bastian and Taylor, 1991). Students over the age of 17 were less likely to be victims of crime than younger students, with ninth graders the most likely to be victimized and twelfth graders least likely to be victimized compared to students in other grades. The survey revealed that 18 percent of students "sometimes" feared being the victim of an attack;

younger students reported more likely to fear an attack than older students; 16 percent of students reported that a teacher had been threatened or attacked at their school; 15 percent of respondents reported that gangs existed in their school, 6 percent reported they avoided locations in their school because they feared attack, and 2 percent said they had taken a weapon to school to protect themselves (Bastian and Taylor, 1991; Flannery, 1997). There was little difference in the rate of reported crime victimization at school for youth residing in central cities (10 percent) than in suburban areas (9 percent) and rural locales (8 percent) (Bastian and Taylor, 1991). This survey was conducted during 1988-89, the same school year the National Education Longitudinal Study (NELS:88) was conducted and yielded findings that are comparable to results in a more recent Student Victimization at School report. This report presented information on personal student victimization from a national survey of sixth through twelfth grade students conducted in the spring of 1993 (USEd, NCES, Victimization, 1995).

In the Student Victimization at School report, the definition of victimization was expanded beyond the direct personal experience of threats or harm to include knowledge or witness of crime incidents or bullying at school and showed that an estimated 2.7 million violent crimes take place annually either at school or near schools. About one in four public school teachers rated physical conflicts among students as being a serious or moderately serious problem in their schools,

including robberies, thefts, and vandalism. Guns and weapons in the school setting provide another key aspect of the descriptive profile of school violence issues.

During 1988-89, the National Center for School Safety conducted an overview of schools and reported that 28,200 students and 5,200 teachers were physically attacked in schools each month, and 19 percent of these victims required hospitalization (Greenbaum and Turner, 1989). This overview of schools was implemented during the same school year the NELS:88 study was conducted. More recently, growing numbers of students and teachers reported they are seriously concerned for their safety at school (Hranitz and Eddowes, 1990; O'Connor, 1993; Ascher, 1994; Larson, 1994; Jackson, 1995; Gilbert, 1996; Knox, 1997).

The National Adolescent Student Health Survey (American School Health Association [ASHA], 1989) of over 11,000 eighth and tenth grade students during 1988-89 showed that nearly 40 percent of students had been in a physical fight at school (or on the bus to or from school) in the past year, 34 percent reported that someone had threatened to hurt them at school, and 13 percent reported being attacked at school. This survey, conducted the same year as NELS:88, showed that students' fear of victimization was significant: 22 percent of students reported carrying a knife or some other weapon such as a gun to school the past year. Analysis of the 1993 National Household Education Survey are congruent with trends of the ASHA Survey, showing that half of students in grades 6-12 witnessed some type

of crime or victimization at school, and about 1 in 8 reported being directly victimized at school (Nolin, Davies, and Chandler, 1996). Students bringing guns or other weapons to school is the school violence issue currently receiving the greatest public attention and concern (Smith, 1990; O'Connor, 1993; Stephens, Gangs, 1994; Talley and Walz, 1996; Justice, 1996). Weapons in schools are a reflection of their easy access in the community, presence in many homes, and the apparent widespread attitude in American society that violence is an effective way to solve problems (Butterfield and Turner, 1989; Norland, 1992; Kachur, 1994; Hanna and Maddalena, 1995). Various methods have been tried to prevent lethal weapons from coming into schools.

Stationary metal detectors and random searches with hand-held detectors are commonplace in some school buildings. Locking and chaining entrance doors, hiring security patrols, searching student bookbags and lockers are other methods some administrators employ to bar weapons from schools (USEd, NCES, Crime, 1997). There is no systematic evidence on the benefits of any of these approaches, and each has certain shortcomings. Metal detectors have proven especially controversial. While they are relatively easy to install, require little training of school personnel, and are effective in detecting weapons, metal detectors are seen by some as—an invasion of privacy, a logjam to school entry, and creating a fortress making schools more like prisons (USEd, NCES, Crime, 1997). Further, locking doors can become a fire exit obstacle while searches and patrols are

expensive and time consuming (Butterfield and Turner, 1989; Ceperley and Simon, 1994; Weisenburger, et al., 1995; USEd, NCES, Crime, 1997). Overall, strategies to keep weapons out of schools have not been tested on a systematic basis. Most of these approaches attempt to control student actions rather than the factors contributing to disruptive behavior. While controlling student actions may be important in attempting to stabilize threatening situations, such strategies are less effective in impacting the ways schools engage students more fully in academic pursuits. There needs to be a close connection between teaching, learning, and school security efforts. Fights and other assaults among students are other important aspects of school violence.

The nature and intensity of school fights and assaults are becoming more violent with the use of weapons. Students may bring weapons to school for various reasons: to show off, as protection, to hold them for others, and for personal aggressive purposes that sometimes involves gangs and illegal drug activities (Knox, 1997). Although knives are the most common weapon brought to school, increasingly powerful firearms are also readily available to students (Office of Juvenile Justice and Delinquency Prevention, 1989; Prothrow-Stith and Weisman, 1991; Stephens, Strategies, 1994; USEd, NCES, Status, 1997). Surveys consistently show that the primary reason students carry a weapon to school is for protection rather than with the intent to perpetrate harm on someone else (Sheley and Wright, 1993; Flannery, 1997).

The 1994-95 Youth Risk Behavior Survey by the Centers for Disease Control (CDC) and Prevention is also consistent with the ASHA survey (1995, HHS, CDC). The CDC found that almost 1 of every 20 high school students (4.4 percent) said they missed at least one school day because they did not feel safe at or on the way to or from school. Younger, rather than older students were more likely to miss a day because of fear for their safety. Almost 23 percent (18 percent of boys and 5 percent of girls) reported carrying a weapon to school at least once during the 30 days preceding the survey, and 7 percent said they had been threatened or injured with a weapon at school during the past year. Sixteen percent said they had been in a physical fight in the past year, and almost one-third said they had property such as books, clothing, or a vehicle deliberately damaged or stolen during the past year (Flannery, 1997).

The linkages between violent and disruptive behavior and poor social adjustment have been well-established (Patterson, 1982; Kazdin, 1987; Plomin and Rowe, 1990; Polond, 1994; Reasoner, 1995; Talley and Walz, 1996). However, limited information was found on connections between school violence and student achievement. Until more empirical evidence is known about this critical area, educators are not likely to achieve the broad goals of academic excellence without addressing the growing level of disruptive and violent student behavior. As stated previously, learning cannot take place in an atmosphere of violence, fear, and intimidation (Craig, 1992; Riley, 1993; USEd, NCES, Goals, 1993; Regional Laboratory for Educational

Improvement, 1995; Shanker, 1995). The numbers and issues as well as the loss of human potential and fiscal costs associated with the consequences of school violence all make the case supporting the need for effective strategies to address school violence issues.

Related Areas of Research

Other survey results suggest that school violence is not a uniquely urban problem. A National League of Cities study (1994) found that 38 percent of 700 responding cities reported observable increases in violence in their schools over the previous five years. Only 11 percent reported that school violence was not a problem in their communities (Flannery, 1997). Nearly two-thirds of the cities responding had fewer than 50,000 residents and almost half were located in suburban areas. While the overall level of school violence was highest for urban districts, nearly one-third of respondents in all types of jurisdictions (central city, suburban, non-metropolitan, or rural reported increases in school violence (Flannery, 1997).

Results from a survey by the National School Boards Association (1993) showed that more than 80 percent of school districts reported that school violence had increased compared to the previous five years. The most frequently reported type of school violence was assault, occurring in 78 percent of the responding districts. Schools also reported an increase in the number of students bringing weapons to schools (61 percent), incidents of student assaults on teachers (28 percent),

shootings or knifings (13 percent), drive-by shootings (9 percent), and on-campus rapes (7 percent). Problems were not limited to urban school districts, but occurred with increasing frequency during the previous five years in suburban and rural schools as well (Rossman and Morley, 1996; Flannery, 1997). These findings are supported by the shocking school shooting events by male students during the 1997-98 school year in suburban Pearl, Mississippi, and rural Paducah, Kentucky, and Jonesboro, Arkansas. It was previously thought that such violence and harm only happened in inner-city urban communities.

Evidence of the importance of disruptive and violent student behavior can be gleaned from research on the nature of school violence, including the prevalent types of disruptive behavior in the school setting and the patterns of antisocial school behavior. However, evidence of the connection between school violence and students' academic achievement is needed. The literature review yielded research findings that relate to the questions for this study and revealed a descriptive profile of school violence issues such as students' personal behavior; victimization, the direct personal experience of threats or harm; and students' perceptions of school violence as a problem.

A summary of primary findings regarding violence in schools revealed the following information: Nationwide, 44 percent of teachers reported in 1991 that student misbehavior interfered substantially with their teaching. Seven percent of teachers reported being physically attacked (Mansfield, et al., 1991). Lifetime prevalence of teacher victimization by physical attack

is more than three times higher (10 percent versus three percent in schools with 41 percent or more of students receiving free or reduced lunch than in schools in which 10 percent or less of students receive free or reduced lunch. Ten percent of teachers reported that they had been verbally abused by a student in a one week period (Mansfield, et al., 1991). Eleven percent of students and 12 percent of teachers reported a petty theft of their possessions over a one month period (National Institute of Education, 1986). Nine percent of youth ages 12 to 19 reported being the victim of one or more crimes in or around school. Two percent of students reported they were the victim of violence (Bastian and Taylor, 1991). Possession of weapons, fights and other assaults among students are other important aspects of school violence.

Following is a summary of the primary findings associated with weapons, fighting, and other assaults at school: In the National Crime Victimization Survey more males (3 percent) than females (1 percent) reported having taken a weapon to school (Bastian and Taylor, 1991). At least 71 persons were killed with guns at schools during the period 1986-90 (Smith, 1990). Sixty-eight percent of officials from urban, suburban, and rural police departments reported that a small number of students carry weapons such as handguns or knives to school (Harris, 1995). Twenty-seven percent of students reported that most violent incidents take place on the school grounds; 15 percent reported incidents occur in the school neighborhood; and eight percent said most acts of violence occur in school buildings

(Harris, 1995). Most teachers and students believe that when violence takes place in the school building it generally occurs in public areas—hallways and staircases were most frequently mentioned by (64 percent of teachers and 55 percent of students). However, 27 percent of students reported that a significant portion of incidents occur in more hidden areas such as boy's and girl's rest rooms and locker rooms, where teachers are less likely to see incidents firsthand. Only two percent of teachers mentioned locker rooms. Students more than teachers believe that incidents are more likely to take place in classrooms (24 percent of students versus 12 percent of teachers (Harris, 1995).

The vast majority of urban, suburban, and rural public school teachers (98 percent) have never carried a weapon to school. Those teachers who have taken some form of precaution most frequently carry mace (44 percent) for self defense (Harris, 1995). Eleven percent of public school teachers have been victims of acts of violence that occurred in or around schools. Most of the incidents involved students (95 percent). Sixteen percent of teachers in schools with all or many minority students have been victims of crimes in or around their school (Harris, 1995). Students, more frequently are victims of school violence (23 percent), and among students with generally poor grades, (mostly C's, D's and F's), the incidence is higher (39 percent). This holds true for students in all regions of the nation, grade levels, and urban, suburban, and rural school locations. However, boys are twice as likely as girls to be

victims of school violence (30 percent compared with 16 percent) (Harris, 1995). Use of alcohol and drugs by students is another dimension of school violence.

All students are potentially at risk for alcohol and drug use given the widespread availability of alcohol, legal and illegal drugs. Seventy percent of public school students and 52 percent of private school students reported that drugs are available at their school (Bastian and Taylor, 1991). Nearly 13 percent of eighth-graders, 23 percent of tenth-graders, and 30 percent of twelfth-graders had five or more drinks in a row in a two-week period during the 1990-91 school year (Johnson et al., 1992). Research findings draw heavily on the work of Hawkins and his colleagues (1992) which categorizes psychological, family, and school factors in relationship to adolescent use of alcohol and drugs. In summary:

1. Individual psychological and interpersonal factors— These include needing the approval of others; letting others make one's decisions; being unassertive; having low self-confidence; showing early aggressive or antisocial behavior; low commitment to school; and poor school performance. One of the strongest predictors of drug use by teens is association with drug-using peers, as well as their attitude toward drugs. Beginning in the late elementary grades, academic failure increases the risk of both drug use and delinquency. Conversely, some of the protective factors that appear to bolster a child's resistance to drug use are self-confidence,

strong social competencies, peers who value achievement, responsible behavior, and clear adult supervision (Ascher, 1994).

2. Family factors– Tolerance of alcohol and drug abuse by parents and older siblings can be compounded by a family history of alcoholism, drug use, or mental illness, and poor family management and parenting skills. It is clear, however, that parents who are considerate and supportive, yet firm in their beliefs, seem to protect their adolescents from drug use (Baumrind, 1991; Haberman, 1994).

3. School factors– Schools influence youth in various ways such as shaping their daily activities, with whom they interact, and their self concepts. With transition to middle, junior and senior high school, youth enter progressively less protected school environments (Office of Technical Assistance, 1991; Hanna and Maddalena, 1995). Schools can compensate for this instability by guiding and supporting students' daily social, recreational, and educational activities; improving their self- concept by recognizing a variety of student accomplishments; and by facilitating a variety of student groupings and interactions (Benard, 1992; Harris, 1995). Students who like school and have a close relationship with teachers are more likely to accept and adopt non-use peer norms than those who do

not. Conversely, the number of drug using friends has the most direct influence on students' drug use (Reid, 1989; Moyers, 1995). Correcting for erroneous perceptions of the prevalence and acceptability of drug use among peers is critical (Hansen and Graham, 1991; Poland, 1994).

Benard (1992) and Asher (1994) indicate that the challenge for the 1990s is to develop and implement strategies that help youth succeed in staying drug-free in spite of adverse conditions in their families, schools, and communities.

Summary

The extensive literature review provided a wealth of school violence information. However, there is inadequate empirical data that relates the most prevalent types of school violence problems and patterns of school violence to student performance issues. Many Americans believe that urban schools are failing to educate students they serve (Elam et al., 1994, 1995, 1996, and 1997). Their perception, fed by a variety of reports and observations, is that urban students achieve less in school, attain less education, and encounter less success in the labor market in later life (Johnson and Immerwahr, 1994; Schwartz, 1996; USEd, NCES, Challenge, 1996; Knox, 1997). However, recent survey results indicate school violence threatens suburban and rural schools in similar ways as well (Harris, 1995; Flannery, 1997).

Although much more research is needed in the area of school violence, the accomplishments of the past decade are recognized and appreciated. The research evidence suggests that schools could do more to reduce school violence by creating nurturing learning environments (Ascher, 1994). It is imperative that educators understand the relationship of school violence and students' academic achievement especially in schools where violence problems are most profound (Craig, 1992).

This study investigates the nature of school violence utilizing existing base year student data from the National Education Longitudinal Study of 1988, (NELS:88), to analyze the prevalence and patterns of school violence among eighth-grade students (USEd, NCES, Guide, 1994). The results will be gleaned to shed some light on school violence issues in the nation's schools and the connection to students' educational outcomes.

CHAPTER III

METHODS AND PROCEDURES

The literature review discussed in Chapter II presented related areas of research to illuminate the problems and critical issues of school violence. The resulting gaps in empirical data linking school violence to students' academic performance led to this investigation.

Data for this study were provided by the National Education Longitudinal Study of 1988 (NELS:88), a major data base administered by the National Center for Education Statistics (NCES), U.S. Department of Education (USEd, NCES, Programs, 1995; USEd, NCES, Research, 1996). A detailed description of NELS:88 is presented in Appendix B (Coleman, May 1996). The NELS:88 Eighth Grade Questionnaire is in Appendix C. NELS:88 was conducted on a national sample of schools (n=1,051) that had eighth graders (n=24,599) during the 1988-89 school year. Data about the school and students were collected from school administrators, parents, teachers, and students. The overall response rate was over 90%. Since 1988, there have been three follow-up studies that gathered data in 1990, 1992, and 1994. The next follow-up will be conducted during the year 2000. Subsamples of base year 1988 eighth graders (freshened students) have been added to the sample during follow-up studies. However, this cross-sectional investigation used student data files from the base year cohort which include the full original eighth grade sample, in the original schools studied. All methods and procedures were weighted by the base year survey

weight (BYQWT). Two important aspects of NELS:88 data make it different from simple random sample design: the unequal probabilities of selection, for example, minorities have been oversampled, giving minorities a higher probability of selection than nonminorities; and the clustered nature of the designs, for example, schools were sampled (clusters) and then students, rather than simply taking a sample of students directly (USEd, NCES, Seminar, 1996).

In this study, analytic procedures used the Statistical Package for the Social Sciences, (SPSS), a flexible computer software statistical analysis and data management system (USEd, NCES, SPSS, 1996). SPSS took data from NELS:88 public files and generated descriptive statistics and complex statistical regression analyses to investigate the research questions examined in this investigation. Descriptive analysis was used to describe students' background characteristics. Regression analysis was used to measure the effects of selected school violence factors on students' academic performance in reading and mathematics while considering important background and school factors.

Definition of Terms

The following definitions provide clarity for interpreting NELS:88 data in this study.

NELS:88—The National Education Longitudinal Study of 1988, the existing data base utilized in this study for cross-sectional analysis of eighth graders only, during the 1988 base year (USEd, NCES, Guide, 1994).

Relevant NELS:88 terms:

At-risk of School Failure—An eighth grade student identified as "at risk" of dropping out of school based on background and family circumstances existing while in eighth grade. Factors constituting risk: whether the student lived in a single-parent family; was from a family with an annual income of less than $15,000; had an older sibling who had dropped out of school; had parents who did not finish high school; had limited proficiency in English; and/or was at home without adult supervision more than three hours a day. Overall, 55 percent of NELS:88 participants showed no at-risk factors, 25 percent had one, and almost one-fifth, (19 percent) had two or more (USEd, NCES, Seminar, 1996).

Base Year Survey—Cohort of 25,000 (3,000,000 in universe) eighth graders surveyed nationwide during spring 1988 in 1,000 (40,000 in universe) schools (800 public and 200 private).

Bias (due to nonresponse)—Difference that occurs when respondents differ as a group from nonrespondents on a characteristic being studied. For NELS:88, the overall unit response is high (93.4 percent for students and 98.9 percent for schools) which lessens the problem of nonresponse bias. Additionally, NELS:88 applies reweighting adjustment to reduce nonresponse bias which serves to alleviate the bias problem (USEd, NCES, Student, 1990; USEd, NCES, School, 1990).

Cross-Sectional Analysis—Represents events at a single point in time (eighth graders in 1988).

Electronic Code Book (ECB)—A system file of selected variables generated through a software package using the NELS:88 Public Use CD-ROM to perform quantitative analyses.

Factor—A variable hypothesized to affect or cause another variable or variables; an independent variable.

Incidence—The number of acts of school violence per student or school during a specific period of time.

Incident—A specific school violence act involving one or more victims and one or more offenders.

Prevalence—The percent of the population directly participating in some school violence act against school regulations within a given period of time.

Race/Ethnicity—American Indian or Alaska Native; Asian Pacific Islander; Black, non-Hispanic; Hispanic; and White, non-Hispanic.

School Violence Perception—FPERCVIO: Factor scale for students' perception of violent acts in schools or on school campuses as serious, moderate, minor, or no problem; represents eight original variables.

School Violence Personal Behavior—FSELFVIO: Factor scale for students' report of personal disruptive violent actions committed in schools or on school campuses; represents three original variables.

School Violence Victimization—FVCTMVIO: Factor scale for students' report of having experienced direct personal

threats or harm at school; represents three original variables.

Student Achievement—Students' reading and mathematics scores on cognitive tests conducted by NELS:88.

Urbanicity—Classification for the location of schools with eighth grade classrooms created from Quality Education Data from the Federal Information Processing Standards used by the U.S. Bureau of the Census: Urban – central city; Suburban – area surrounding a central city within a county constituting the Metropolitan Statistical Area (MSA); Rural – outside the MSA.

Weapons—Devices used with the intent of inflicting harm.

Weight—The base year measure (BYQWT) for the student sample applied to analyses to produce national population estimates and reduce bias. The general purpose of weighting survey data is to compensate for unequal probabilities of selection and to adjust for the effects of nonresponse. For example, 24,599 (rounded to 25,000) base year students represent 3,000,000 eighth graders enrolled in 5,000 schools nationwide in 1988.

Research Questions and Hypotheses

The following research questions were examined:

1. What is the nature of violence in school settings in urban, suburban, and rural communities?

   a. What are the most prevalent types of school violence in

four types of schools: public, Catholic, non-sectarian private, and other private religious schools? Students described the degree of violence problems in their schools as serious, moderate, minor, and not a problem for three school violence measures: personal behavior, victimization, and perception of violence.

b. What are the patterns of school violence among eighth graders by student background characteristics: sex, race/ethnicity, socio-economic quartile, and family income; by school characteristics: school type, school poverty indicator (percent of students participating in a free or reduced lunch program), and percent of minority students attending a school?

2. What is the relationship of different types of school violence problems to student achievement in reading and mathematics?

Null Hypothesis I. There will be no significant difference in student achievement regarding the most prevalent types of school violence.

Null Hypothesis II. There will be no significant difference in student achievement in public, Catholic, non-sectarian private, and other private religious schools where school violence occurs.

Methods of Analysis

Sample

NELS:88 initiated a two-stage stratified probability sampling design to select a nationally representative sample of schools (n=1,051) that had eighth grade students (n=24,599) during the 1988-89 school year. On average, each school was

represented by 25 core students randomly selected from eighth grade school rosters; two teachers for each student; and one parent per eighth grader. Hispanic and Asian students were oversampled to permit analysis of the performance of language minority students resulting in augmentation of approximately 2-3 language minority students per school. Technical information about the NELS:88 data base can be found in the NELS:88 User's Manuals (USEd, 1990, NCES School; USEd, 1990, NCES Student). Table 1 presents sample descriptive statistics on students' background characteristics: sex, race/ethnicity, school type, city type, family income, students' socio-economic status quartile, percent of students receiving free or reduced lunch, and percent of minority in students' school.

Table 1

Eighth Grade Students by Selected Characteristics: 1988

Variable	Number	Percent
	Sex	
Male	14,923	49.6
Female	14,892	49.5
Refusal	9	.0
Missing	257	.9
Total	30,081	100.0

Note. (n=24,599 Students), Representing (N=30,081 Students)

(table continues)

Table 1 (continued)

Variable	Number	Percent
	Race/ethnicity	
Asian Pacific Is.	1,042	3.5
Hispanic	3,089	10.3
Black non-hispanic	3,932	13.1
White non-hispanic	20,381	67.7
American Indian	1,262	4.2
Multi-response	59	.2
Refusal	64	.2
Missing	252	.8
Total	30,081	100.0
	School type	
Public	26,458	88.0
Catholic	2,283	7.6
Private Other Religious	875	2.9
Private Non-Religious	465	1.5
Total	30,081	100.0
	City type	
Urban	7,560	25.1
Suburban	13,117	43.6
Rural	9,404	31.3
Total	30,081	100.0

Note. (n=24,599 Students), Representing (N=30,081 Students)

(table continues)

Table 1 (continued)

Variable	Number	Percent
	Family income	
None	107	.4
< $1000	229	.8
$ 1,000 - $ 2,999	420	1.4
$ 3,000 - $ 4,999	599	2.0
$ 5,000 - $ 7,400	935	3.1
$ 7,500 - $ 9,999	1,023	3.4
$ 10,000 - $ 14,999	2,370	7.8
$ 15,000 - $ 19,999	2,140	7.1
$ 20,000 - $ 24,999	2,831	9.4
$ 25,000 - $ 34,999	4,980	16.6
$ 35,000 - $ 49,999	5,496	18.3
$ 50,000 - $ 74,999	3,780	12.6
$ 75,000 - $ 99,999	998	3.3
$100,000 - $199,999	731	2.4
$200,000 - or More	247	.8
Missing	3,095	10.6
Total	30,081	100.0
	SES quartile	
Quartile 1 - low	7,529	25.0
Quartile 2 - low/mid	7,506	25.0
Quartile 3 - mid/high	7,505	25.0
Quartile 4 - high	7,530	25.0
Missing	11	.0
Total	30,081	100.0

Note. (n=24,599 Students), Representing (N=30,081 Students)

(table continues)

Table 1 (continued)

Variable	Number	Percent
Students receiving free lunch		
None	3,816	12.7
1 - 5%	7,140	23.7
6 - 10%	3,123	10.4
11 - 20%	3,776	12.6
21 - 30%	4,264	14.2
31 - 50%	2,505	8.3
51 - 75%	2,502	8.3
76 - 100%	2,289	7.6
Missing	666	2.2
Total	30,081	100.0
Minority students' in school percent		
None	3,699	12.3
1 - 5%	6,557	21.8
6 - 10%	3,338	11.1
11 - 20%	3,970	13.2
21 - 40%	4,632	15.4
41 - 60%	2,707	9.0
61 - 90%	2,827	9.4
91 - 100%	2,346	7.8
Missing	5	.0
Total	30,081	100.0

Note. (n=24,599 Students), Representing (N=30,081 Students)

Sex

As indicated in Table 1, the study population of eighth graders was about evenly divided between male and female

students (49.6% males and 49.5% females). The proportion of students who did not identify their sex was less than 1%.

Race/Ethnicity

Almost two-thirds of the students were White Non-Hispanic (67.7%), followed by Black Non-Hispanic (13.1%), and Hispanic (10.3%). American Indian student representation was (4.2%) and Asian Pacific Islander (3.5%).

School Type

Public schools enrolled a majority of the students (88.0%). Catholic schools enrolled (7.6%). Other religious private schools enrolled (2.9%) and non-religious private schools enrolled (1.5%).

City Type

Suburban schools enrolled almost half the students (43.6%), followed by rural schools (31.3%), and urban schools (25.1%).

Family Income

Almost two-thirds of the students included in this study were from families with yearly incomes between $10,000 and $49,999 (59.2%); (19.1%) were from families with yearly incomes between $50,000 and $200,000 or more; and (11.1%) were from families with yearly incomes of less than $10,000.

Socio-economic Status Quartile

Eighth grade students came from backgrounds that were evenly divided in terms of Socio-Economic status: Quartile 1 -

Low, (25.0%); Quartile 2 - Low/Mid, (25.0%); Quartile 3 - Mid/High, (25.0%); and Quartile 4 - High, (25.0%).

Free or Reduced Lunch Students

Almost half of the eighth grade students receiving free or reduced lunch (46.8%) attended up to 10% of the schools.

Minority Students

Most of the eighth grade students (92.2%) attended schools that consisted largely of nonminority students (up to 90%). The number of minority students at the students' school was not statistically significant in this study.

Instruments

A 45-minute self-administered student questionnaire was completed by eighth grade students in the classrooms of their schools. The student questionnaire was designed to collect information about a wide range of topics, including the students' background, language use, parents' and family background, perceptions of self, plans for the future, jobs and household chores, school life, school work, and school activities.

Students also completed a series of cognitive tests, which were administered in a single group session. The combined tests included 116 items to be completed in 85 minutes. Following is a brief description of the eighth grade cognitive tests:

Reading (21 items, 21 minutes): consists of five short passages followed by comprehension and interpretation questions.

Mathematics (40 items, 30 minutes): consists of quantitative comparisons and other questions assessing mathematical knowledge.

Science (25 items, 20 minutes): questions assessing science knowledge and scientific reasoning ability.

History/Government (30 items, 14 minutes): questions assessing knowledge of U.S. history, civics, and government.

Educational Testing Service (ETS) developed the cognitive test battery. To facilitate comparisons with test data from other national studies, NELS:88 adapted test items from the National Assessment of Educational Progress (NAEP) and from earlier education longitudinal studies (USEd, 1990, NCES Student). Properties of the tests and the test item reliabilities are discussed in the ETS report, Psychometric Report for the NELS:88 Base Year Test Battery (1989).

Dependent Variables

For this study, students' reading and mathematics test scores on the NELS:88 cognitive tests were selected as dependent variables to analyze student performance achievement. The reading and mathematics cognitive test scores were averaged to a single performance measure representing the dependent variable. The reading and mathematics tests provide better measurement properties when compared to the science and history/government tests (USEd, 1994, NCES Guide). In American schools, most school subjects involve reading ability and/or knowledge of mathematics (USEd, NCES, Condition, 1997).

Independent Variable Selection

A total of fourteen school violence behavior variables and background variables were included in the regression models for both dependent variables (see Table 2). To reduce the number of variables, principal component factor analyses and examination of simple and multiple correlations were performed for evidence of redundancy and nonsignificant relationships with the dependent variables. Variables were standardized when scaling and standard deviations were not similar before being averaged or summed to create three factor scales derived for the three classifications of 14 school violence independent variables presented in Table 3. The independent variables were coded so that the higher end of the scale indicated more, better, or higher values.

Table 2

Independent Variable Items

Independent variable	Item
ASNTOFFC	Student sent to office for misbehaving
APARWARN	Parents received warning about behavior
ASTUFITE	Student got into fight with another student
VTHEFT	Student had something stolen at school

(table continues)

Table 2 (continued)

Independent variable	Item
VDRUGOFR	Someone offered to sell student drugs at school
VTHREAT	Someone threatened to hurt student at school
PSTUFITE	Physical conflicts among students a problem at school
PSTUROBB	Robbery or theft a problem at school
PVANDALS	Vandalism of school property a problem
PALCOHOL	Student use of alcohol a problem at school
PDRUGS	Student use of illegal drugs a problem
PWEAPONS	Student possession of weapons a problem
PTCHHURT	Physical abuse of teachers a problem
PTCHDISD	Verbal abuse of teachers a problem

Table 3

School Violence Factor Scales

Violence factor scales	Item
FSELFVIOLENCE	Represents three personal behavior violence items
FVCTMVIOLENCE	Represents three victimization violence items
FPERCVIOLENCE	Represents eight perception of violence items

Statistical Techniques

The student was the unit of analysis. Because the 24,599 students were selected with unequal probabilities, a sampling weight (BYQWT) was required for cross-sectional analysis of 1988 eighth graders to obtain unbiased national population estimates representing 3,008,100 eighth grade students rounded to 30,081 students. Sampling weights are the inverse of selection probabilities adjusted for nonresponses. Moreover, the variance of a statistic was adjusted by the use of the design effect, which is the ratio of the exact variance of a statistic from the complex sample to the variance from a simple random sample of the same size. Student weights adjusted for cognitive test nonresponse have not been generated for NELS:88. The student test completion response rate was 93.4%. The analyst is advised in the NELS:88 User's Manual that the student weight can be used with only minimal bias (USEd, 1990, NCES Student).

There was a multiple collinearity problem when all 14 school violence variables were considered. Stepwise regression was performed using all 14 independent variables plus all background variables to determine significant zero-order correlations and the total variance explained by R square scores. The 14 independent variables were factored to seven and then to three school violence factor scales presented in Table 3. Regression analyses using three factor scales plus students' background characteristics: sex; race/ethnicity; school type; city type; family income; socio-economic quartile (class); and percent of students receiving free or reduced lunch

were performed on a single variable representing the average of the two dependent variables (reading and mathematics performance scores).

Limitations of the Study

This study had the same problems as other studies that relied on questionnaire research, including subjective response scales and inability to fully define constructs. Some of these problems can be corrected with proper phrasing of questions; however, others are inherent in survey research. Although attempts were made to eliminate highly correlated/redundant variables, there was some intercorrelation among the independent variables that may have affected the results.

Some important factors were not included in the regression procedures, particularly community characteristics such as crime level, which have been shown to be related to student behavior (Garbarino, 1992; McCombs, 1994; Hoffman, 1996; Rubel 1997); and parent and family characteristics which are key factors in fostering resiliency in youth, especially those most at-risk of failure and dropping out of school (Benard, 1992; O'Connor, 1993; Asher, 1994; Flannery, 1997). In analyzing school violence, it would be interesting to consider the poverty cut-off level for 1988 and what proportion of students' families had an income below poverty level. To make a more accurate judgement about this issue would require having information about the size of families. This information, as well as data about peer relationships, was not available for this study.

The base year excluded 5.3 percent of the student sample from eighth grade rosters because their disabilities and/or language barriers made it infeasible to survey them with questionnaires and cognitive tests. Such consequences of a complex sample design create unequal probabilities of selection and lack of independence. The base year cross-sectional sampling weight (BYQWT) adjusted for these consequences. Special techniques were applied to estimate variance and standard errors to adjust for clustering (USEd, NCES, Seminar, 1996). Excluded students from the NELS:88 base year survey represent groups that face high risk of school failure, for example, those needing special services. Interpretative analysis with state or local data sources in examining the results from NELS:88 may help verify the bias level resulting from the base year exclusion (USEd, NCES, AERA, 1994).

For purposes of this investigation, these limitations did not hamper utilizing existing NELS:88 base year student data public files to suggest a realistic data-supported approach to developing policy for creating and implementing appropriate programs addressing youth violence in schools and the impact on teaching and learning. The large sample size of 24,599 cases provided a high level of confidence regarding the statistical significance of the results which are expected to contribute useful information to the general body of education research.

CHAPTER IV

RESULTS AND DISCUSSION

Research Questions

Chapter III presented the sample descriptive demographics. Results of the analysis will be discussed in this chapter. Descriptives presented by valid percent in Tables 4 through 12 respond to the first research question: What is the nature of violence in school settings in urban, suburban, and rural communities? Prevalence and patterns of school violence problems are presented based on students' responses.

Table 4 presents eight most prevalent types of school violence problems for eighth grade students nationwide.

Table 5 presents the association between student physical conflicts and types of schools.

Table 6 presents the association between robbery/theft at school and types of schools.

Table 7 presents the association between vandalism of school property and types of schools.

Table 8 presents the association between verbal abuse of teachers and types of schools.

Table 9 presents the association between student possession of weapons and types of schools.

Table 10 presents the association between physical abuse of teachers and types of schools.

Table 11 presents the association between student use of alcohol and types of schools.

Table 12 presents the association between student use of illegal substances and types of schools.

The sample descriptive statistics resulting from two regression models respond to the second research question: What is the relationship of different types of school violence problems to student achievement in reading and mathematics?

Table 13 presents variable coding, standardized regression coefficients and t scores for the independent variables.

Table 4

Prevalence of School Violence Problems - Students' Perception

	Percent level -- Students' perceptions			
Violence problems	Serious	Moderate	Minor	Not a problem
Student physical conflicts	16.0	24.9	32.0	27.2
Robbery/theft at school	13.7	14.9	29.8	41.6
Vandalism of school property	14.7	15.3	29.1	41.0
Verbal abuse of teachers	11.3	14.0	26.4	48.2
Student possession of weapons	11.4	9.4	23.0	56.2
Physical abuse of teachers	8.2	2.9	9.9	79.0
Student use of alcohol	15.1	14.7	21.8	48.4
Student use of illegal substances	14.2	10.4	20.6	54.9

As indicated in Table 4, more than forty percent of respondents (40.9%) considered physical conflicts among students as either serious or moderate problems in their school. However, (59.2%) considered physical conflicts among students in their school as minor or not a problem. Almost one-third of respondents considered student use of alcohol (29.8%), vandalism of school property (30.0%), robbery/theft at school (28.6%), as serious or moderate problems. The same problems were considered as minor or not a problem by (70.2%) of respondents for student use of alcohol, (70.1%) for vandalism of school property, and (71.4%) for robbery/theft at school. Verbal abuse of teachers (25.3%), student use of illegal substances (24.6%), and student possession of weapons (20.8%), were considered as serious or moderate problems by almost one-fourth of the respondents. These problems were considered as minor or not a problem by (74.6%) of respondents for verbal abuse of teachers, (75.5%) for student use of illegal substances, and (79.2%) for student possession of weapons. Only (11.1%) of the students considered physical abuse of teachers as a serious or moderate problem. Whereas, (88.9%) of the students considered physical abuse of teachers as minor or not a problem. This profile of students' responses about their perception of the most prevalent types of school violence problems shows that nationwide in 1988, a larger proportion of students perceived such problems as minor or not a problem in their schools.

Findings of the School Crime Supplement to the National Crime Victimization Survey of over 10,000 youth aged 12-19,

conducted during the 1988-89 school year (the same time period that the NELS:88 base year data was gathered) as well as the more recent Student Victimization report yielded interesting comparative results. The School Crime Supplement showed that 9 percent of students had been victims of school crime. Students over age 17 were less likely to be victims of crime than younger students; 9th graders were most likely victimized and 12th graders least likely victimized compared to students in other grades (Bastian and Taylor, 1991). The Student Victimization at School report in 1995 expanded the definition of victimization beyond the direct personal experience of threats or harm to include knowledge or witness of a crime incident or bullying at school and showed that an estimated 2.7 million violent crimes take place annually either at school or near schools. Guns and weapons in schools provided another key aspect of the descriptive profile of school violence issues (USEd, NCES, Victimization, 1995).

Earlier studies discussed in the literature review did not report school violence data by school types. Tables 5 through 12 present the association between eight levels of school violence behaviors and four school types as reported by eighth grade students in 1988.

Table 5

Association Between Levels of School Violence Behaviors and School Types - Student Physical Conflicts

School type	Percent level -- Students physical conflicts			
	Serious	Moderate	Minor	Not a problem
Public	18.0	28.0	30.8	23.3
Catholic	8.8	14.8	37.5	38.8
Private, other rel	7.2	12.1	37.3	43.4
Private, non-rel	9.4	13.0	33.3	44.3

Student Physical conflicts were considered serious by a significantly higher proportion of students in public schools compared to the other three types of schools (18% versus 8.8%, 7.2% and 9.4%). Students in Catholic schools (38.8%), other religious private schools (43.4%), and non-religious schools (44.3%) perceived student physical conflicts as minor or not a problem. These findings suggest influences of school governance structure and selectivity of students in Catholic and other private schools.

Table 6

Association Between Levels of School Violence Behaviors and School Types - Robbery/Theft at School

School type	Percent level -- Robbery/theft at school			
	Serious	Moderate	Minor	Not a problem
Public	14.3	16.0	31.1	38.6
Catholic	9.2	7.3	22.9	60.6
Private, other rel	10.3	12.4	24.2	53.2
Private, non-rel	16.0	15.7	29.1	39.3

Robbery/theft was not considered a problem in Catholic and other religious schools as compared to either public schools or private non-religious schools (60.6% and 53.2% versus 38.6% and 39.3%). However, robbery/theft was considered a serious problem by similar proportions of students in private non-religious schools (16.0%) and public school students (14.3%) and similarly by students in Catholic schools (9.2%) and other religious private schools (10.3%). These proportions show similar patterns among students in public and private non-religious schools. Students in Catholic and other religious private schools reflected similar profiles.

Table 7

Association Between Levels of School Violence Behaviors and School Types - Vandalism of School Property

School type	Percent level -- Vandalism of school property			
	Serious	Moderate	Minor	Not a problem
Public	15.6	16.3	29.1	39.0
Catholic	10.3	10.2	26.9	52.6
Private, other rel	8.6	11.3	29.3	50.8
Private, non-rel	14.0	13.9	32.0	40.1

Vandalism of school property, was considered a serious problem by a lower portion of students in Catholic and private other religious schools compared to either public or private non-religious schools (10.3% and 8.6% versus 15.6% and 14.0%). Public school students (39.0%) and private non-religious school students (40.1%) perceived vandalism of school property not a problem. Students in Catholic schools (52.6%) and other religious private school students (50.8%) did not perceive vandalism of school property a problem. The similar response patterns of students in public schools with students in non-religious private schools and students in Catholic schools with students in other religious schools is repeated in this profile.

Table 8

Association Between Levels of School Violence Behaviors and School Types - Verbal Abuse of Teachers

School type	Percent level -- Verbal abuse of teachers			
	Serious	Moderate	Minor	Not a problem
Public	12.0	15.3	26.7	46.0
Catholic	9.3	8.8	24.9	57.0
Private, other rel	7.6	9.2	25.5	57.6
Private, non-rel	9.8	9.9	25.9	54.4

Verbal abuse of teachers was considered a minor problem by an almost even distribution of students in the four types of schools (26.7%, 24.9%, 25.5%, and 25.9%). A higher proportion of public school students (12.0%) considered teacher verbal abuse a serious problem compared to the other three types of schools. Larger proportions of students in all four types of schools considered verbal abuse of teachers not a problem (46.0%, 57.0%, 57.6% and 54.4%).

Table 9

Association Between Levels of School Violence Behaviors and School Types - Student Possession of Weapons

School type	Percent level--Students possession of weapons			
	Serious	Moderate	Minor	Not a problem
Public	12.1	11.2	25.8	50.9
Catholic	8.7	2.9	12.5	76.0
Private, other rel	6.2	2.6	12.0	79.1
Private, non-rel	11.1	3.4	13.8	71.7

Student possession of weapons was considered a serious problem by only 6.2% of respondents from other private religious schools, followed by 8.7% from Catholic schools, 11.1% from private non-religious schools, and 12.1% from public schools. Larger proportions of students from the four types of schools did not perceive student possession of weapons to be a problem (79.1%, 76.0%, 71.7%, and 50.9%).

Table 10

Association Between Levels of School Violence Behaviors and School Types - Physical Abuse of Teachers

School type	Percent level -- Physical abuse of teachers			
	Serious	Moderate	Minor	Not a problem
Public	8.1	3.4	11.6	76.9
Catholic	8.2	1.2	4.1	86.5
Private, other rel	7.1	1.1	3.0	88.8
Private, non-rel	10.5	1.0	3.2	85.3

Physical abuse of teachers was considered a serious problem by a larger proportion of students from private non-religious schools, (10.5%) as compared to the other types of schools (Catholic schools 8.2%; public schools 8.1%; and private, other religious schools 7.1%). Most students in all four types of schools did not consider physical abuse of teachers a problem (88.8%, 86.5%, 85.3% and 76.9%).

Table 11

Association Between Levels of School Violence Behaviors and School Types - Student Use of Alcohol

School type	Percent level -- Student use of alcohol			
	Serious	Moderate	Minor	Not a problem
Public	16.3	16.4	23.5	43.7
Catholic	8.8	4.3	11.6	75.3
Private, other rel	7.8	8.4	12.8	71.0
Private, non-rel	15.7	15.8	23.4	45.1

Student use of alcohol was considered a serious problem by a higher proportion of students in public and private non-religious schools (16.3% and 15.7%). Again, there were similar patterns among students attending public schools and non-religious private schools, and students attending Catholic schools and other religious private schools.

Table 12

Association Between Levels of School Violence Behaviors and School Types - Student Use of Illegal Substances

School type	Percent level -- Student use of illegal substances			
	Serious	Moderate	Minor	Not a problem
Public	16.3	16.4	23.5	43.7
Catholic	8.8	4.3	11.6	75.3
Private, other rel	7.8	8.4	12.8	71.0
Private, non-rel	15.7	15.8	23.4	45.1

Student use of illegal substances was considered a serious problem by a higher proportion of students in public schools and private non-religious schools (16.3% and 15.7%). Students in Catholic schools (75.3%) and other religions private schools (71.0%) did not consider student use of illegal substances a problem.

Interpretation of the Findings

In this study, the regression of all the student and background variables on student performance showed fourteen variables to be significantly related to student achievement after the school violence behavior and background variables were controlled. Variable coding, standardized regression coefficients, and t scores for the independent variables are presented in Table 13.

Table 13

Variable Coding, Standardized Regression Coefficients and t Scores for Independent Variables

Variable	Coding	Standardized regression coefficients	t scores
QSEES	Quartile for socio-economic status	.286	37.724
FSELFVIO	Factor scale for school violence personal behavior	-.188	-33.284
WHTNON	Dummy variable for all racial/ethnic groups except white	.153	12.390

(table continues)

Table 13 (continued)

Variable	Coding	Standardized regression coefficients	t scores
ASNNON	Dummy variable for all racial/ethnic groups except Asian	.071	10.037
SCHLLNCH	Free lunch or reduced lunch students variable	-.061	-9.044
SCHLNWHT	Dummy variable for all racial/ethnic groups in schools	-.061	-8.630
FAMINC2	Family income variable	.051	6.716
FPERCVIO	Factor scale for perception of school violence	.047	8.537
PUBNON	Dummy variable for all schools except public	-.038	-3.529
HSPNON	Dummy variable for all racial/ethnic groups except Hispanic	-.025	2.626
CATNON	Dummy variable for all schools except Catholic	-.023	-2.381
FVCTMVIO	Factor scale for school violence victimization	-.021	-3.621
BLKNON	Dummy variable for all racial/ethnic groups except black	-.021	-1.987
ALOTHNON	Dummy variable for all racial/ethnic groups in the other category	.011	1.729*

Note. $p>.05 = t\ 1.95$

* All t scores were significant except the score for all racial/ethnic groups in the "other" category.

Standardized regression coefficients showed student variables most related to student achievement were socio-economic status quartile (.286); students' personal behavior (-.188); and all racial/ethnic groups except white students (.153). Secondary correlates were all racial/ethnic groups except Asian students (.071); students receiving free or reduced lunch (-.061); all racial/ethnic groups in schools (-.061); students' family income (.051); students' perception of violence in schools (.047); and students attending all schools except public (-.038). The following student factors had the lowest statistical correlations to student achievement: all racial/ethnic groups except Hispanic students (.025); all schools except Catholic (-.023); students' victimized at school (-.021); all racial groups except black students (-.021); and all racial/ethnic groups in the other category (.011).

Given the large student sample size (n=24,599), it is relatively easy to get significant scores. Table 13 shows substantive relationships of student factors to student achievement for socio-economic quartile, personal behavior and racial composition in schools. Scores for t value show measures of statistical significance: $p > .05 = t\ 1.95$. As students' socio-economic status increased, there was an increase in students' cognitive test scores. Students' negative personal behavior negatively impacted their achievement scores. The racial composition in schools did not show a negative effect on students' achievement scores. The remaining eleven variables showed lower correlations to students' achievement. All t

scores were > 1.95 except the category for all "other" racial/ethnic groups which showed a t score < 1.95.

Regression Model 1—All school violence plus all background variables were regressed on both performance variables. Fourteen school violence variables were found to be too many which caused collinearity difficulties (See Table 13). In order to reduce the problem of multiple collinearity, it was determined that the 14 school violence variables fall into three school violence categories: personal behavior; victimization; and violence perception (See Table 3). Data reduction was performed for each set of variables by running a principal components factor analysis with orthogonal rotation. Factor scores for each student were obtained by the normal regression method for the three dimensions of violence: personal behavior; victimization; and violence perception.

Regression Model 2—The regression was rerun using three school violence factor scales (See Table 3) plus background variables (See Table 13) plus the average performance dependent variable, ($p > .05$). The adjusted R square for Regression Model 1 was .28. When the violence variables were utilized with background variables, 28 percent of the total variance was explained of the association between the independent variables and the dependent variable. When the violence variables were utilized alone, 8 percent of the total variance was explained of the association between the independent variables and the dependent variable.

The adjusted R square for Regression Model 2 was .08.

Reg 1. (FVIO) + backg > perf R2 = .28

Reg 2. FVIO > perf R2 = .08

Table 14 presents the total variance explained by R square scores and the standardized regression coefficients for students' background characteristics: sex, race/ethnicity, socio-economic status quartile, school type and school location.

Table 14

Total Variance by R Square Scores and Standardized Regression Coefficients

Independent variables	R^2	Personal	Victimization	Perception
	Student characteristics			
Sex				
Males	.084	-.292	-.001	.022
Females	.066	-.233	-.065	.067
Race/ethnicity				
White	.068	-.245	-.048	.055
Asian/pacific	.080	-.290	.029	.004
Native american	.038	-.193	.063	-.059
Hispanic	.049	-.214	-.023	.034
Black	.061	-.233	-.030	.072
SES quartile				
SES-low	.045	-.220	.034	.053
SES-low/med	.064	-.238	-.046	.030
SES-hi/med	.065	-.246	-.029	.055
SES-hi	.054	-.216	-.046	.013
School type				
Public	.080	-.275	-.021	.070
Catholic	.020	-.125	-.017	-.039
Pri/oth religious	.026	-.141	-.059	.030
Pri/non religious	.047	-.140	-.086	-.084
School location				
Urban	.074	-.269	-.013	.013
Suburban	.071	-.254	-.035	.051
Rural	.081	-.275	-.031	.061

Note. p>.05

The associations between the independent variables and student achievement showed the following results.

When the incidence of negative personal behavior increased, there was a negative effect on achievement for males (.084) and females (.066) with the greater effect on achievement for males.

When the incidence of negative personal behavior increased, there was a negative effect on achievement for all racial/ethnic groups. However, the most for Asian/Pacific American students (.080); second for white students (.068); and next for black students (.061). When the incidence of negative personal behavior increased Hispanic students (.049) and Native American students (.038) showed lesser effects on achievement among all racial/ethnic groups. Cultural influences may be related to this finding. The academic achievement of black students did not appear to be inordinately impacted when the incidence of negative personal behavior increased, as might have been expected.

The academic achievement of students in the high/medium socio-economic status quartile was most impacted when the incidence of negative personal behavior increased (.065); second for students in the low/medium socio-economic status quartile (.064); next for students in the low socio-economic status quartile (.045); and least for students in the high socio-economic status quartile (.054).

Students attending public schools showed higher negative effects on student achievement when the incidence of negative personal behavior increased (.080); second for students in

private non-religious schools (.047); next for students in private other religious schools (.026); and least for Catholic school students (.020).

When the incidence of negative personal behavior increased for students in all locales, there was a negative effect on achievement which was highest for rural schools (.081); next for urban schools (.074); and least for suburban schools (.071).

Students' personal behavior had the greatest negative effect on the dependent variable. Student's victimization had some negative effect on the dependent variable, but less than students' personal behavior. Students' perception of violence in their schools had the lowest negative effect on the dependent variable.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

Summary and Conclusions

The analysis of the relationship between school violence and student achievement identified interesting differences in how student achievement was influenced by three types of school-related violence measures: personal behavior; victimization; and violence perception. The two null hypotheses are accepted statistically ($p>.05$): There was no significant difference in student achievement regarding the most prevalent types of school violence. There was no significant difference in student achievement in public, Catholic, non-sectarian private, and other private schools where school violence occurs. Stated another way, the broad null hypotheses of this study must be accepted in the main; however, there were enough indications of the influence of certain types of school violence to give grounds for the need for expanded studies from broadened perspectives which would consider additional factors not included in this study. The National Education Longitudinal Study of 1988 (NELS:88), was utilized to study the research questions. During the base year, NELS:88 collected policy-relevant data about educational processes and outcomes, especially as the data pertained to student learning, early and late predictors of dropping out, school effects on students' access to programs, and equal opportunity to learn (USEd, NCES Student, 1990). The NELS:88 base year data was selected for this study because the survey included the most comprehensive

available student reported data on school-related violence issues along with cognitive test results of students' performance in reading and mathematics as well as science, history and government.

This study showed that when responding about their perceptions of violence problems in schools, students in public schools and students in private non-religious schools responded similarly and students in Catholic schools and other private religious schools gave similar responses. These patterns suggest that analyzing school governance, school climate, and student admission and selectivity issues may be important dimensions of the school violence dilemma.

There was an increase in reading and mathematics achievement scores for every increase in students' socio-economic status level. When the incidence of negative personal behavior increased, there was a negative effect on achievement, more for males than females. Asian/Pacific American students were most impacted among all racial groups surveyed when the incidence of negative personal behavior increased. The achievement of students in rural schools was influenced most when the incidence of negative personal behavior increased; students in urban schools were next; and then students in suburban schools. When students have personal behavior problems, their achievement level decreases.

It is important to highlight a critical school violence-student performance connection. Although it was small in percent variance explained terms, it remained operative

regardless to which statistical controls were introduced. There is no question that students who exhibit violent and disruptive behavior perform poorly and pose a dilemma to educators. The more negative the student's personal behavior, the greater the negative impact on the student's achievement (See Table 13). Students' victimization and perception of violence showed lower levels of negative influence on achievement.

The analysis tables reveal interesting patterns of school violence behaviors among eighth grade students attending public, Catholic, private other religious and private non-religious schools. Eighth grade students in 1988 responded in similar patterns in public schools and private non-religious schools: (See Table 6 - Robbery/theft at School; Table 7 - Vandalism of School Property; Table 11 Student Use of Alcohol; and Table 12 - Student use of Illegal Substances.

Eighth grade students responded in similar patterns in Catholic schools and other religious schools: (See Table 5 - Student Physical Conflicts; Table 8 - Verbal Abuse of Teachers; Table 9 - Student Possession of Weapons; and Table 10 - Physical Abuse of Teachers.

Implications

Violence has influenced school stability with phenomenal speed. In this atmosphere, the education enterprise is seeking solutions to one of the most critical challenges facing education today, the ability to immediately and dramatically improve the academic performance levels of students, specifically those at-risk of failure and dropping out of

school. Reports of violence in urban and (increasingly in) suburban and rural schools, appear to be related to students' disruptive externalizing behavior that escalates to physical incidents involving students and teachers and other school personnel. More expanded research studies are needed to make definitive conclusions about the significant impact of school violence on students' achievement.

Possibilities would be to examine student attendance, suspension, retention, and promotion records within the requirements of the privacy act regulations. Longitudinal studies might focus on the critical educational transition patterns and vocational development of students at various grade levels. Expanded studies of the personal, familial, community, social, institutional, and various cultural interactions that may affect students' development would shed more light on the complex issues related to violence. These issues may prove to be important dimensions interacting with the school violence variables featured in this study and provide a more adequate picture of the total causal network affecting student performance.

However, until more is known about the critical contributors to school violence, educators can focus on school organization and programming considerations to increase students' performance achievement in the school teaching and learning environment. A variety of violence prevention and intervention strategies are utilized inside schools by policymakers and practitioners. Violence prevention and

intervention strategies developed through collaborations with parents, families, and community representatives are external possibilities to assist improving the school teaching and learning environment (USEd, 1997 Compact).

Examples for guidance include a variety of U.S. Department of Education Programs: Chapter/Title I; GOALS 2000 - Safe and Drug-Free Schools; and the Office of Educational Research and Improvement's (OERI) network of National Educational Research and Development Centers and National Regional Educational Laboratories. These available programs include model resources, products, and processes to assist educational policymakers and practitioners. The National Center for Education Statistics (in OERI) compiles, publishes, and disseminates educational research. Yet, schools confronting teaching and learning problems, do not tend to seek research-based solutions. The following recommendations focus on a suggested approach for effectively linking results of this study on school violence and student achievement in school settings.

Recommendations

In order to link results of this and other studies on school violence and student academic performance to teaching and learning in the nation's classrooms, the education enterprise, community leaders, parents and families might jointly develop a collaborative strategic plan in an effort to understand and begin to impact the negative results of school violence on students' achievement. Following is an example of an effective collaborative process that has been adapted successfully by a

number of schools using a human resources approach. The U.S. Departments of Education and Health and Human Services jointly developed guidance to help communities improve coordination of education, health and human services for at-risk children and families (Together, 1993). This research-based five-stage collaborative process is designed to create a system for the effective delivery of coordinated community supports for the success of America's students. This model is appropriate for policymakers and practitioners to use in order to build a strategic plan to curb school violence and its impact on student performance. After each stage, researchers recommend reflection to—evaluate accomplishments, learn from collective experiences, and celebrate achievements.

Five-Stage Collaborative Process

Stage 1: Getting Together: decide to act, involve the right people, make a commitment to collaborate.
Reflect and Celebrate

Stage 2: Building Trust and Ownership: develop a base of common knowledge to conduct a comprehensive needs assessment, define a shared vision and goals among the school, students, teachers, families, and the community, develop a mission statement and a presence for all.
Reflect and Celebrate

Stage 3: Developing a Strategic Plan: conduct a needs assessment with a focus on the school, students, teachers, families, and community, define target outcomes, design intervention prototypes, develop technical tools for collaboration, formalize relationships and responsibilities.
Reflect and Celebrate

Stage 4: Taking Action: instruct and supervise staff, implement an inclusive outreach strategy, incorporate sensitivity to race, cultural diversity, sex and individuals with disabilities, and homeless students.
Reflect and Celebrate

Stage 5: Going to scale: adapt and expand the prototype to additional sites, maintain and increase student involvement, develop a pool of collaborative participants, make appropriate changes in professional development programs, deepen the collaborative culture, design long-range strategies; build and maintain community constituency, promote changes in the federal and state role.
Reflect and Celebrate

The U.S. Department of Education has recently developed A Compact for Learning: An Action Handbook for Family-School-Community Partnerships which calls for communities all across America to create alliances committed to sharing responsibility for student learning. An action plan is presented for joint partnerships to help students get a high quality education (USEd, 1997, Compact). The five-step compact process focuses on research-based strategies and examples to help parents, educators, and community members develop effective, workable approaches that can improve schools and increase student achievement. The five-stage collaborative process and the five-step compact process are compatible school-family-community approaches that can be applied to the school violence issues addressed in this study.

Five-Step Compact Process

Step 1: Come Together as a Team: to define the family-school-community partnership—include as many participants as possible and reach out to parents and others who have not traditionally been connected to the school.

Step 2: Create the Compact: by choosing a framework of shared responsibility based on the following standards: Student learning; communicating; parenting volunteering; school decision making and advocacy; and community collaborations.

Step 3: Use the Compact: to implement strategies for success based on needs of the school population and to obtain and allocate resources.

Step 4: Evaluate Results: by collecting a variety of information from data sources such as school profiles, administrative records, surveys, focus groups and tracking studies; by setting performance criteria to assess the effects of the partnership using multiple indicators; and by measuring performance.

Step 5: Strengthen Compact: by setting high standards; providing appropriate training and staff development; and including flexibility and diverse approaches.

Directions for Further Research

Further research is needed that is longitudinal as well as cross-sectional to shed additional light on school violence and student performance perspectives. The NELS:88 data was the most comprehensive available student data. More recent surveys reported in the literature review presented responses from adults. It is worthy to note that students' perspectives of school violence problems were quite different from those of adults surveyed in studies conducted during the same time period the NELS:88 base year data was collected (Greenbaum and Turner, 1989; Bastian and Taylor, 1991).

In this study, the regression of all the student and background variables on student achievement showed that eight variables were related to student achievement after the school violence behavior and background variables were controlled. Students' socio-economic status and students' personal behavior showed the highest significance to student achievement. These findings suggest further inquiry into research issues such as: Student diversity and the relationship of school violence and

student achievement; School climate and student achievement; and Socio-economic status relationships to school violence and student achievement. Findings of this study suggest additional questions about school violence such as: Are the comparisons similar among public, Catholic, and other private schools in all types of communities? How does family and parental involvement in school activities influence students' school behavior and achievement? What are the influences of students' participation in school activities and sports on school violence and student achievement? What is the relationship of various media influences on student behavior?

Further studies should also include larger sample sizes, additional grade levels, and comparisons across school demographics. For example, how do the variables differ in racially homogeneous versus heterogeneous school districts? How do they differ in rural versus suburban schools when compared to urban schools? What are the effects of family background and community characteristics on students' school behavior and academic achievement? What are the factors that cause some students to be resilient and successful despite being surrounded by school violence?

Research might also include interviews with parents, teachers, principals, and school disciplinarians regarding their perceptions of violence factors that affect students' performance. These data can provide valuable insights into similar and different perceptions, as well as guide interventions. Comparisons of parent and teacher perceptions

can be made with those of students. For example, what are the parents' expectations for students' achievement? What do teachers think about students' efforts? How consistent are their perceptions and what are the educational implications?

Future research might seek to determine what specific school practices and policies are likely to result in better student behavior and yield higher student achievement levels.

Without more directed and specific attention to the escalating problems of violence in the school teaching and learning environment and the resulting impact on student achievement, America's students will remain at-risk, permanently harmed beyond our ability to correct and repair the damage to their human potential.

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APPENDIX A

SUMMARIES OF IMPORTANT SCHOOL VIOENCE REPORTS

1. National School Safety Center

According to the National School Safety Center, approximately 3 million crimes occur in or near school campuses every year, about one every six seconds that school is in session (National School Safety, 1993).

2. American Federation of Teachers

The Centers for Disease Control Prevention estimates that at least 105 school-related violent deaths occurred during the 2-year period, July 1992 through June 1994. Such conditions create environments that impede teaching and learning and make parents reluctant to send their children to school(Applebome, 1994).

3. Public Agenda Foundation

A national survey conducted by the Public Agenda Foundation showed school order and safety as parents' top priority—right along with teaching the basics: reading, writing, and arithmetic (Johnson and Immerwahr, 1994).

4. National Center for Education Statistics (NCES)

A NCES report on Student Victimization at School listed that 29 percent of elementary students, 14 percent of middle/junior high school students, and 20 percent of senior high school students said they worried about becoming victims at school. The report on personal student victimization of sixth through twelfth grade students covered the 1992-1993 school year. (USEd, NCES, Victimization, 1995).

5. American Medical Association

Findings published in a recent Journal of the American Medical Association reported that firearms are responsible for more than three quarters of all the deaths that occur in and around schools, and confirmed the urgent need to get guns out of the hands of young people and out of schools (Kachur et al., 1996). This survey prompted U.S. Education Secretary Riley to issue a statement that "... we must persist in efforts to make schools a safe haven for youth." The disturbing number of violent deaths in and around schools underscored the need for the Safe and Drug-Free Schools Program passed by Congress in 1996 (USEd, Press, 1996).

6. Phi Delta Kappa/Gallup Polls

From 1994 to 1997, annual polls of the public's attitudes toward the public schools reported that the American public views "fighting, violence, gangs, lack of discipline, drug abuse, and use of drugs" as major problems facing public schools. Respondents viewed lack of parental control and breakdown of family life as major causes for an increase in school violence (Elam et al., 1994, 1995, 1996, and 1997).

7. National Education Statistics Agenda Committee

The Task Force on Crime, Violence, and Discipline of the National Education Statistics Agenda Committee surveyed teachers between 1990-91 and 1993-94. Their report showed the proportion of teachers indicating that physical conflicts among students was a serious problem increased from 6.5 percent to 8.2 percent and the problem of student possession of weapons increased from 1.2 percent to 2.8 percent. Problems are increasing in areas of robbery, theft, and vandalism of school property as well (USEd, NCES, Crime, 1997).

8. Metropolitan Life Surveys

Surveys of The American Teacher, 1984-1995, revisited concerns addressed a decade ago. Although there have been considerable efforts toward school reform goals, the system as a whole does not seem to have progressed and teachers today face many new problems and challenges. The relatively new concerns over the growth of violence in schools plague teachers who believe that overcrowded classrooms and alcohol consumption among teens are more serious problems today than they were in 1984. Their concerns include the level of violence in and around public schools and about the numbers of students carrying weapons to school (Harris, 1995).

9. Youth Risk Behavior Surveillance - United States, 1993

In a single month, about 1 in 9 of the nation's high school students showed up at school with a weapon. That is one of the startling findings among federal data collected for the first time as part of the Youth Risk Behavior Survey, which is conducted every other year by The Centers for Disease Control and Prevention (CDC). Nearly 1 of 4 students had been offered, sold, or given an illegal drug at school during the year preceding the survey. More than 16,000 students were polled for the first time about violence-related and drug-related behavior that occurred on school property. The new questions appeared at the request of the National Education Goals Panel, an independent federal body responsible for helping the nation achieve the Department of Education's GOALS 2000 initiative. National data

collected at state and local levels showed that: 1) male students were more likely than female students to carry a weapon to school; 2) Hispanic students were more likely than white or Black students to have been offered, sold, or given an illegal drug. Of students responding, 4.4 percent reported having missed at least one day of school during the previous month because they felt unsafe at school or in traveling to/from school; and 3) younger students and Black and Hispanic students were more likely to miss school because they felt unsafe. The results of the survey indicate that kids are being affected by violence, in schools and in communities. Violence is getting in the way of their education (USHHS, CDC, 1995).

10. Violence and Discipline Problems in U.S. Public Schools: 1996-97

This school violence survey was conducted in response to the seventh goal of the National Education Goals which states that by the year 2000, "all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning." In response to this goal, the Congress passed the Safe and Drug-Free Schools and Communities Act of 1994, which provides for support of drug and violence prevention programs. As part of this legislation, the National Center for Education Statistics (NCES) is required to collect data to determine the "frequency, seriousness, and incidence of violence in elementary and secondary schools." NCES responded to this requirement by commissioning a survey, the Principal/School Disciplinarian Survey on School Violence, 1996-97.

The survey was conducted with a nationally representative sample of 1,234 regular public elementary, middle, and secondary schools in the 50 states and the District of Columbia in the spring and summer of 1997. The survey requested information on four main topics: the incidence of crime and violence that occurred in public schools during the 1996-97 academic year; principals (or school disciplinarians') perceptions about the seriousness of a variety of discipline issues in their schools; the types of disciplinary actions schools took against students for serious offenses; and the kinds of security measures and violence prevention programs that were in place in public schools. KEY FINDINGS: (1) More than half of the U.S. public schools reported experiencing at least one crime incident in 1996-97, and 1 in 10 schools reported at least one serious violent crime during that school year. (2) Crime and violence were more of a problem in middle and high schools than in elementary schools. Middle schools and high schools were more likely to report that they had experienced one or more incidents of any crime and one or

more incidents of serious violent crime than elementary schools. (3) Schools that reported serious discipline problems were more likely to have experienced one or more incidents of crime or violence, and were more likely to experience serious violent crime than those with less serious discipline problems. (4) Most public schools reported having zero tolerance policies towards serious student offenses. (5) Most schools reported that they employed low levels of security measures to prevent violence. (6) Most schools reported having formal school violence prevention programs (USEd, NCES, Violence 1998).

APPENDIX B

DESCRIPTION OF THE NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988 (NELS:88)

Design, Sample, and Response Rate

This national longitudinal study is being conducted by the National Center for Education Statistics (NCES), U.S. Department of Education (USEd, NCES, Research, 1996). The study was designed to collect trend data on the educational processes and outcomes for the 1988 eighth grade school cohort. Specifically, NELS:88 is intended to: identify school attributes associated with achievement, transition experiences of students from eighth grade to secondary school; changes in educational practice; and the role of parents in their children's education and education choices. For this study, only the base-year eighth grade school and student files for used for cross-sectional analysis.

Background

Beginning in 1988, a two-stage stratified probability sampling group design was utilized to select a nationally representative sample of 8th grade schools and students.

The first stage involved a universe of 38,774 (40,000) schools, the primary sampling unit. An initial pool of 1,032 schools was selected through stratified sampling with probability of selection proportional to eighth grade size and with over sampling of private schools. After replacing ineligible nonparticipant schools, a total of 1,051 schools (815 public schools and 236 private schools) participated in the study and provided usable student data.

The second stage involved sampling 202,996 eighth grade students enrolled in 1,051 participating schools and produced a random selection of 26,432 eighth graders, of which 24,599 participated in the study during the 1988 spring term. On average, each school was represented by approximately 25 students from the randomly sampled 8th grade school rosters. Hispanic and Asian students were oversampled to permit analysis of the performance of language minority students resulting in augmentation of approximately 2-3 language minority students per school. Figures were rounded to reflect the base-year analysis population: a cross-sectional cohort sample size of 25,000 originally surveyed eighth grade students (24-26) students per school) attending 1,000 schools (800 public and 200 Catholic and other private schools) across the nation in 1988.

Data about the school and students were collected from school administrators, parents, teachers, and students. In 1988, the school survey completion rate was 98.9 percent (n=1,052); the student survey completion rate was 93.4 percent (n=24,599) and is nationally representative of 1988 eighth grade

students in public and private schools in the United States (USEd, NCES, Programs, 1995; Coleman, May 1996).

The analytic procedures for analyzing NELS data may be cross-sectional or longitudinal. Cross-sectional analysis provides a view at a single point in time and is the procedure used in this investigation to provide descriptive estimations and answers to the research questions of this study.

Longitudinal analysis permits the measurement of change over time. The NELS:88 eighth grade cohort has been followed at two year intervals: first follow-up in 1990 with tenth graders; second follow-up in 1992 with high school seniors; and third follow-up in 1994, the second year following high school completion. The next follow-up is tentatively scheduled for the year 2000. By that time, many in this cohort will have finished their postsecondary education and completed a transition into the labor force. Others will have been in the labor force for about eight years. NELS:88 data supports cross-sectional analyses of eighth graders to answer questions about the characteristics of students and the educational system, and tests hypotheses about the underlying causes of school violence factors associated with student performance (Weishew and Peng, 1993).

Technical Limitations

When constructing a working data file with composites, the researcher is guided to follow two rules for selecting composites. First, with one exception, the most appropriate student file from which to select composites is the student file from the most recent round (and recent file) of NELS:88 in which such composites appear. There is one exception to this rule. When the analysis population is the eighth grade cross-sectional cohort, composites are selected from the base-year student file because they cover the full cross-sectional cohort sample of students in the original schools. The follow-up data files cover only base year sample members retained in the study, and not all of the originally surveyed eighth graders (USEd, NCES, Seminar, 1996). While there are more recent data files with school violence composites, this investigation adhered to the research rule exception and utilized the base year data files for the analysis population, the eighth grade cross-sectional cohort.

Principals excluded certain kinds of students: specifically, mentally disabled students; students not proficient in English, for whom the NELS:88 tests would be unsuitable; and students having physical or emotional problems that would make participation in the survey unwise or unduly difficult. [10,853 students (5.35 percent) from eighth grade rosters based on a physical disability (840 students—0.41 percent)]; a mental disability (6,182 students—3.04 percent);

and/or a language barrier (3,831—1.90 percent).] Such exclusion has implications for sample representation, national estimation, and interpretation in policy analysis. To adjust for the unequal probabilities of selection and lack of independence, this investigation used the cross-sectional weight (BYQWT) to adjust for oversampling and nonresponses by creating balanced proportions. Estimates are biased if weights are not utilized (USEd, NCES, Seminar, 1996).

APPENDIX C

NELS:88 EIGHTH GRADE QUESTIONNAIRE

NORC - 4455
Form Approved
OMB No. 1850-0593
App. Exp.: 1/89

EIGHTH GRADE QUESTIONNAIRE

NELS: 88

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

Prepared for: U.S. Department of Education
Center for Education Statistics

By: NORC, A Social Science Research Center
University of Chicago

As a matter of policy, the Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
2. You may skip any questions you do not wish to answer.
3. We are asking you these questions in order to gather information about what happens to students as they move through high school and make decisions about postsecondary education and work.
4. Your responses will be merged with those of others, and the answers you give will never be identified as yours.

BEST COPY AVAILABLE

MARKING DIRECTIONS

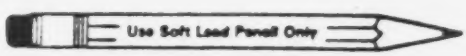
- Use only a soft lead pencil (No. 2 is best).
- Make dark marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

CORRECT MARKS

INCORRECT MARKS ✓ X O - /

EXAMPLE: 1. Will marks made with ballpoint or felt-tip pen be properly read?

Yes ● No



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GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

A. (MARK ONE)

What is the color of your eyes?
(MARK ONE)

Brown .....
Blue .....
Green ..... ●
Another color .....

If the color of your eyes is green, you would mark the oval to the right of green as shown.

B. (MARK ALL THAT APPLY)

Last week, did you do any of the following?
(MARK ALL THAT APPLY)

See a play .....
Go to a movie ..... ●
Attend a sporting event ..... ●

If you went to a movie and attended a sporting event last week, you would mark the two ovals as shown.

C. (MARK ONE ON EACH LINE)

Do you plan to do any of the following next week?
(MARK ONE ON EACH LINE)

	Yes	Not Sure	No
a. Visit a relative	.....	.....	●
b. Go to a museum	.....	●	.....
c. Study at a friend's house	●	.....	.....

If you plan to study at a friend's house, are not sure about going to a museum next week, and do not plan to visit a relative, you would mark one oval on each line as shown.

D. (QUESTION WITH A SKIP)

a. Do you eat sweet foods?
(MARK ONE)

Yes ..... → **GO TO b**
No ..... → **SKIP TO c**

b. Do you brush your teeth after eating sweet foods?
(MARK ONE)

Yes .....
No .....

c. Last week, did you do any of the following?
(MARK ALL THAT APPLY)

See a play .....
Go to a movie .....
Attend a sporting event .....

THIS QUESTIONNAIRE IS NOT A TEST. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

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PART 1 — YOUR BACKGROUND

1. Please print in your name, address, and telephone number.

OR NAME:

Last _____ First _____ Middle _____

ADDRESS: _____
Number Street

ADDRESS CONTINUED: _____ Apartment Number _____

City _____ State _____ ZIP Code _____

1A. Do you have a telephone number?
(MARK ONE)

Yes ..... 1 → GO TO 1B ---------- 48
No ..... 2 → SKIP TO Question 2

1B. What is your telephone number?

TELEPHONE: ( ) – .
Area Code Telephone Number

2. Please print in the name of your mother or female guardian. (If you have both a mother and a female guardian, write in the name of the one with whom you are currently living.)

OR

MOTHER OR FEMALE GUARDIAN'S NAME:

Last _____ First _____ Middle _____

2A. Is your mother or female guardian living?
(MARK ONE)

Yes ..... 1 → GO TO Question 3, Page 5 59
No ..... 2 → SKIP TO Question 5, Page 7

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3. Is your mother or female guardian's address and telephone number the same as yours?
(MARK ONE)

60 Yes ..... 1 → SKIP TO Question 4, Page 6 61
No ..... 2 → GO TO 3A

3A. Please fill in your mother or female guardian's address in the space below.

ADDRESS: _____
Number Street

ADDRESS CONTINUED: _____ _____
Apartment Number

_____ _____ _____
City State ZIP Code

3B. Does your mother or female guardian have a telephone number?
(MARK ONE)

Yes ..... 1 → GO TO 3C 48
No ..... 2 → SKIP TO Question 4, Page 6

3C. What is your mother or female guardian's telephone number?

TELEPHONE: ( ) –
Area Code Telephone Number

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4. Please describe the present or most recent job of your mother or female guardian. (If you have both a mother and a female guardian, answer for the one with whom you are currently living.)

55

4A. Is she currently working, unemployed, retired, or disabled?

(MARK ONE)

Currently working (including homemaker) 1
Unemployed 2
Retired 3
Disabled 4

Now answer questions B, C, D, and E.

— If your mother or female guardian is unemployed, retired, or disabled, answer the following questions for her most recent job.

— Also, if your mother or female guardian works more than one job, please answer for the job you consider to be her major activity.

4B. What kind of work does she normally do? That is, what is the job called?

OCCUPATION: _____

4C. What does she actually do in that job? What are some of her main duties?

_____

4D. Describe the place that she works. (for example, factory or fast-food restaurant):

_____

4E. What does the company make or do?

_____

_____

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5. Please print in the name of your father or male guardian. (If you have both a father and a male guardian, write in the name of the one with whom you are currently living.)

08

FATHER OR MALE GUARDIAN'S NAME:

Last _____ First _____ Middle _____

5A. Is your father or male guardian living?
(MARK ONE)

Yes ..... 1 → GO TO Question 6
No ..... 2 → SKIP TO Question 8, Page 8

59

6. Is your father or male guardian's address and telephone number the same as yours?

(MARK ONE)

60 Yes ..... 1 → SKIP TO Question 7, Page 8
No ..... 2 → GO TO 6A

61

6A. Please fill in your father or male guardian's address in the space below.

ADDRESS: _____
Number Street

ADDRESS CONTINUED: _____ _____
Apartment Number

_____ _____ _____
City State ZIP Code

6B. Does your father or male guardian have a telephone number?
(MARK ONE)

Yes ..... 1 → GO TO 6C
No ..... 2 → SKIP TO Question 7, Page 8

48

6C. What is your father or male guardian's telephone number?

TELEPHONE: ( ) _____ – _____
Area Code Telephone Number

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7. Please describe the present or most recent job of your father or male guardian. (If you have both a father and a male guardian, answer for the one with whom you are currently living.)

55

7A. Is he currently working, unemployed, retired, or disabled?

(MARK ONE)

Currently working (including homemaker)	1
Unemployed	2
Retired	3
Disabled	4

Now answer questions 7B-E.

— If your father or male guardian is unemployed, retired, or disabled, answer the following questions for his most recent job.

— Also, if your father or male guardian works more than one job, please answer for the job you consider to be his major activity.

7B. What kind of work does he normally do? That is, what is the job called?

OCCUPATION: _____

7C. What does he actually do in that job? What are some of his main duties?

_____

7D. Describe the place that he works. (for example, factory or fast-food restaurant):

_____

7E. What does the company make or do?

_____

_____

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8. Which of the following people live in the same household with you?

63

(MARK ALL THAT APPLY)

a Father	1
b Other male guardian (stepfather or foster father)	1
c Mother	1
d Other female guardian (stepmother or foster mother)	1
e Brother(s) (including step- or half-)	1
f Sister(s) (including step- or half-)	1
g Grandparent(s)	1
h Other relative(s) (children or adults)	1
i Non-relative(s) (children or adults)	1

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The information in the next question will help us to get in touch with you in the future. This information will be kept in strict confidence and will only be used for survey purposes.

9. Please write in the name, address and telephone number of your family's closest relative or friend who does not live with you.

NAME:

Last 08 _____ First 29/ _____ Middle _____

ADDRESS: _____
Number Street

ADDRESS CONTINUED: _____ Apartment Number _____

City 08 _____ State 29/ _____ ZIP Code _____

9A. Does this person have a telephone?
(MARK ONE)

50
Yes ..... 1 → **GO TO 9B** ---------- 51/
No ..... 2 → **SKIP TO 9C**

9B. What is this person's telephone number?

TELEPHONE: ( ) —
Area Code Telephone Number
55/

9C. Is this person a relative or a friend?
(MARK ONE)

Relative 1 63
Friend 2

10. Do you have a nickname or another name which your friends, neighbors, or family call you?
(MARK ONE)

Yes ..... 1 → **GO TO 10A** ---------- 64
No ..... 2 → **SKIP TO Question 11**

10A. If you answered yes, what is your nickname or other name? Please print below.

NICKNAME: _____

11. When were you born?

28
MONTH DAY YEAR

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12. What is your sex?

(MARK ONE)

35/ Male 1 36/
Female 2

13. What is the name of the high school that you expect to be attending in tenth grade?

37/
Name _____
(PLEASE PRINT FULL NAME OF SCHOOL)

City _____ State _____

Office Use Only

14. Is it a public school, a private religious school, or a private non-religious school?

(MARK ONE)

Public 1
Private religious 2 53/
Private non-religious 3
Don't know 4

15. Is there another high school that you may go to instead?

(MARK ONE) 54/

No ..... 1 → SKIP TO Question 17, next page
Yes ..... 2 → If yes, what is the name of this school?

Name _____
(PLEASE PRINT FULL NAME OF SCHOOL)

City _____ State _____

Office Use Only

08-09

16. Is this a public school, a private religious school, or a private non-religious school?

(MARK ONE)

Public 1
Private religious 2 10/
Private non-religious 3
Don't know 4

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PART 2 — YOUR LANGUAGE USE

The following questions are about the language or languages spoken by you and your family.

17. Before you started going to school, did you speak any language other than English?

(MARK ONE)

Yes ..... → **GO TO Question 18**

No ..... → **SKIP TO Question 20**

18. What was the first language you learned to speak when you were a child?

(MARK ONE)

English .....
Spanish .....
Chinese .....
Japanese .....
Korean .....
A Filipino language .....
Italian .....
French .....
German .....
Greek .....
Polish .....
Portuguese .....
Other (write-in below) .....

19. What OTHER language did you begin to speak before you started going to school?

(MARK ONE)

I spoke no other language .....

I also spoke:

English .....
Spanish .....
Chinese .....
Japanese .....
Korean .....
A Filipino language .....
Italian .....
French .....
German .....
Greek .....
Polish .....
Portuguese .....
Other (write-in below) .....

20. What language do you USUALLY speak NOW?

(MARK ONE)

English .....
Spanish .....
Chinese .....
Japanese .....
Korean .....
A Filipino language .....
Italian .....
French .....
German .....
Greek .....
Polish .....
Portuguese .....
Other (write-in below) .....

21. Is any language other than English spoken in your home?

(MARK ONE)

Yes ..... → **GO TO Question 22, and answer the questions on the blue shaded pages before continuing with the rest of the questions.**

No ..... → **Please SKIP TO Question 31 on Page 15**

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ANSWER THESE QUESTIONS ONLY IF A LANGUAGE OTHER THAN ENGLISH IS SPOKEN IN YOUR HOME.

22. What language do the people in your home USUALLY speak?

(MARK ONE)

- English
- Spanish
- Chinese
- Japanese
- Korean
- A Filipino language
- Italian
- French
- German
- Greek
- Polish
- Portuguese
- Other (write-in below) →

23. What OTHER language is spoken in your home?

(MARK ONE)

- No other language is spoken

The other language spoken is:

- English
- Spanish
- Chinese
- Japanese
- Korean
- A Filipino language
- Italian
- French
- German
- Greek
- Polish
- Portuguese
- Other (write-in below) →

24. What language, other than English, do you currently use most often?

(MARK ONE)

- Spanish
- Chinese
- Japanese
- Korean
- A Filipino language
- Italian
- French
- German
- Greek
- Polish
- Portuguese
- Not applicable: I use only English
- Other (write-in below) →

QUESTIONS 25 AND 26 ARE ABOUT THE USE OF THE LANGUAGE YOU ANSWERED IN QUESTION 24.

25. With regard to THAT LANGUAGE, how well do you do the following?

How well do you . . .	(MARK ONE ON EACH LINE)				
	Very Well	Pretty Well	Well	Not Very Well	Not At All
a. Understand that language when people speak it					
b. Speak that language					
c. Read that language					
d. Write that language					

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ANSWER THESE QUESTIONS ONLY IF A LANGUAGE OTHER THAN ENGLISH IS SPOKEN IN YOUR HOME.

26. How often is THAT LANGUAGE spoken in each situation listed below?

(IF YOU DO NOT SEE THAT PERSON OFTEN, PLEASE MARK "Does Not Apply")

How often do (does):	(MARK ONE ON EACH LINE)				
	Always or most of the time	About half the time	Sometimes	Never	Does Not Apply
a. YOU speak that language to your mother (or female guardian)					
b. Your MOTHER (or female guardian) speak that language to you					
c. YOU speak that language to your father (or male guardian)					
d. Your FATHER (or male guardian) speak that language to you					
e. Your PARENTS (or guardians) speak that language to each other					
f. Your GRANDPARENTS speak that language to you					
g. Your BROTHERS or SISTERS speak that language to you					
h. YOU speak that language with your best friends in your neighborhood					
i. YOU speak that language with your best friends in school					

27. How well do you do the following?

How well do you . . .	(MARK ONE ON EACH LINE)			
	Very Well	Pretty Well	Well	Not Very Well
a. Understand spoken English				
b. Speak English				
c. Read English				
d. Write English				

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ANSWER THESE QUESTIONS ONLY IF A LANGUAGE OTHER THAN ENGLISH IS SPOKEN IN YOUR HOME.

28. **During your first two years in school in the United States, were any of the following subjects taught to you in a language other than English? Do not include regular foreign language classes.**

IF THIS IS YOUR FIRST YEAR IN THE UNITED STATES, ANSWER FOR THIS YEAR ONLY.

(MARK AT LEAST ONE ON EACH LINE)

	Subject Taught in English	Subject Taught in Other Language	Subject Not Taught
a. Math	.....	.....	.....
b. Science	.....	.....	.....
c. United States literature or language such as reading or writing	.....	.....	.....
d. United States history, government or social studies	.....	.....	.....
e. Literature or language arts from the society your ancestors came from	.....	.....	.....
f. History, government or social studies from the society your ancestors came from	.....	.....	.....

29. **Were you ever enrolled in an English language/language assistance program, that is, a program for students whose native language is not English?**

(MARK ONE)

Yes ..... → **GO TO Question 30**

No ..... → **Please SKIP TO Question 31 on Page 15**

30. **In which grade(s) were you enrolled in this type of program?**

(MARK ALL THAT APPLY)

1st grade .....
2nd grade .....
3rd grade .....
4th grade .....
5th grade .....
6th grade .....
7th grade .....
8th grade .....

PLEASE CONTINUE WITH THE REST OF THIS QUESTIONNAIRE

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PART 3 — YOUR FAMILY

31. Next we would like to ask you some background information.

31A. Which best describes you?

(MARK ONE)

- Asian or Pacific Islander .... → **GO TO 31B below**
- Hispanic, regardless of race .. → **GO TO 31C below**
- Black, not of Hispanic origin.
- White, not of Hispanic origin.
- American Indian or Alaskan Native ..... → **SKIP TO Question 32, Page 16**

31B. Which of these best categorizes your background?

ASIAN OR PACIFIC ISLANDER

(MARK ONE)

- Chinese .....
- Filipino .....
- Japanese .....
- Korean .....
- Southeast Asian (Vietnamese, Laotian, Cambodian/Kampuchean, Thai, etc.).....
- Pacific Islander (Samoan, Guamanian, etc.) .....
- South Asian (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, etc.) .....
- West Asian (Iranian, Afghan, Turkish, etc) .....
- Middle Eastern (Iraqi, Israeli, Lebanese, etc.) .....
- Other Asian .....

NOW GO ON TO QUESTION 32, PAGE 16

31C. Which of these best categorizes your background?

HISPANIC

(MARK ONE)

- Mexican, Mexican-American, Chicano .....
- Cuban .....
- Puerto Rican .....
- Other Hispanic .....

31D. What is your race?

(MARK ONE)

- Black Hispanic .....
- White Hispanic .....
- Other Hispanic .....

NOW GO ON TO QUESTION 32, PAGE 16

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32. How many brothers and sisters do you have? Please include any stepbrothers and/or stepsisters if they live or have lived in your home.

(MARK ONE)

- None
- One
- Two
- Three
- Four
- Five
- Six or more

33. How many of your brothers and sisters are older than you are? Please include any stepbrothers and stepsisters if they live or have lived in your home.

(MARK ONE)

- None
- One
- Two
- Three
- Four
- Five
- Six or more

34. How far in school did your parents go? ANSWER FOR BOTH A AND B BELOW.

	(MARK ONE) A Father (or male guardian)	(MARK ONE) B Mother (or female guardian)
Did not finish high school		
Graduated from high school or equivalent (GED)		
After graduating from high school, attended a vocational school, a junior college, a community college, or another type of two-year school		
After graduating from high school, went to college but did not complete a four-year degree		
Graduated from college		
Master's degree or equivalent		
Ph.D., M.D., or other advanced professional degree		
Don't know		

35. Which of the following does your family have in your home?

(MARK ONE ON EACH LINE)

	Have	Do Not Have
a. A specific place for study		
b. A daily newspaper		
c. Regularly received magazine		
d. An encyclopedia		
e. An atlas		
f. A dictionary		
g. Typewriter		
h. Computer		
i. Electric dishwasher		
j. Clothes dryer		
k. Washing machine		
l. Microwave oven		
m. More than 50 books		
n. VCR		
o. Pocket calculator		
p. A room of your own		

36. Since the beginning of the school year, how often have you discussed the following with either or both of your parents or guardians?

(MARK ONE ON EACH LINE)

	Not at all	Once or twice	Three or more times
a. Selecting courses or programs at school			
b. School activities or events of particular interest to you			
c. Things you've studied in class			

37. Since the beginning of this school year, has either of your parents or guardians done any of the following?

(MARK ONE ON EACH LINE)

	Yes	No	I don't know
a. Attended a school meeting			
b. Phoned or spoken to your teacher or counselor			
c. Visited your classes			
d. Attended a school event such as a play, concert, gym exhibit, sports competition, honor ceremony or science fair where YOU participated			

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38. How often do your parents or guardians do the following?

(MARK ONE ON EACH LINE)

	Often	Sometimes	Rarely	Never
a. Check on whether you have done your homework				
b. Require you to do work or chores around the home				
c. Limit the amount of time you can spend watching TV				
d. Limit the amount of time for going out with friends on school nights				

39. Are the following statements mostly true for you and your parents, or mostly false for you and your parents?

(MARK ONE ON EACH LINE)

	True	False
a. My parents trust me to do what they expect without checking up on me		
b. I often do not know WHY I am supposed to do what my parents tell me to do		
c. I often count on my parents to solve many of my problems for me		

40. Are any of the following people at home when you return home from school?

(MARK ONE ON EACH LINE)

	Usually	Sometimes	Rarely	Never
a. Your mother or female guardian				
b. Your father or male guardian				
c. Other adult relative				
d. A sitter				
e. An adult neighbor				
f. Older brother or sister				
g. Younger brother or sister				
h. No one is home				

41. On average, how much time do you spend after school each day at home with no adult present?

(MARK ONE)

- None—never happens
- Less than 1 hour
- 1-2 hours
- 2-3 hours
- More than 3 hours

42. During the school year, how many hours a day do you USUALLY watch TV? ANSWER BOTH A AND B BELOW.

	(MARK ONE) A On weekdays	(MARK ONE) B On weekends
Don't watch TV		
Less than one hour a day		
1-2 hours		
2-3 hours		
3-4 hours		
4-5 hours		
Over 5 hours a day		

43. How many cigarettes do you usually smoke a day?

(MARK ONE)

- I don't smoke
- 1 to 5 cigarettes a day
- About 1/2 pack a day
- More than 1/2 pack but less than 2 packs a day
- Two packs a day or more

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PART 4 — YOUR OPINIONS ABOUT YOURSELF

44. How do you feel about each of the following statements?

(MARK ONE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel good about myself				
b. I don't have enough control over the direction my life is taking				
c. In my life, good luck is more important than hard work for success				
d. I feel I am a person of worth, the equal of other people				
e. I am able to do things as well as most other people				
f. Every time I try to get ahead, something or somebody stops me				
g. My plans hardly ever work out, so planning only makes me unhappy				
h. On the whole, I am satisfied with myself				
i. I certainly feel useless at times				
j. At times I think I am no good at all				
k. When I make plans, I am almost certain I can make them work				
l. I feel I do not have much to be proud of				
m. Chance and luck are very important for what happens in my life				

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PART 5 — YOUR PLANS FOR THE FUTURE

45. As things stand now, how far in school do you think you will get?

(MARK ONE)

- Won't finish high school
- Will graduate from high school, but won't go any further
- Will go to vocational, trade, or business school after high school
- Will attend college
- Will graduate from college
- Will attend a higher level of school after graduating from college

46. How sure are you that you will graduate from high school?

(MARK ONE)

- Very sure I'll graduate — GO TO Question 47
- I'll probably graduate — GO TO Question 47
- I probably won't graduate — GO TO Question 47
- Very sure I won't graduate — SKIP TO Question 48

47. How sure are you that you will go on for further education after you leave high school?

(MARK ONE)

- Very sure I'll go
- I'll probably go
- I probably won't go
- Very sure I won't go

48. How far in school do you think your father and your mother want you to get? BE SURE TO ANSWER BOTH A AND B BELOW.

	(MARK ONE) A Father (or male guardian)	(MARK ONE) B Mother (or female guardian)
Less than high school graduation		
Graduate from high school, but not go any further		
Go to vocational, trade, or business school after high school		
Attend college		
Graduate from college		
Attend a higher level of school after graduating from college		
Don't know		

49. In which program do you expect to enroll in high school?

(MARK ONE)

- College prep, academic, or specialized academic (such as Science or Math)
- Vocational, technical, or business and career
- General high school program
- Other specialized high school (such as Fine Arts)
- Other
- I don't know

50. How often have you talked to the following people about planning your high school program?

(MARK ONE ON EACH LINE)

	Not at all	Once or twice	Three or more times
a. Your father (or male guardian)			
b. Your mother (or female guardian)			
c. A guidance counselor			
d. Teachers			
e. Other adult relatives or friends			
f. Friends or relatives about your own age			

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51. **Since the beginning of this school year, have you talked to a counselor at your school, a teacher at your school, or another adult relative or adult friend (other than your parents), for any of the following reasons? (ANSWER "YES" OR "NO" TO EACH QUESTION FOR COLUMNS A, B, AND C.)**

(FOR EACH COLUMN MARK ONE ON EACH LINE)

	A Counselor		B Teacher		C Other Adult Relative or Adult Friend	
	Yes	No	Yes	No	Yes	No
a. To get information about high schools or high school programs						
b. To get information about jobs or careers that you might be interested in after finishing school						
c. To help improve your academic work in school right now						
d. To select courses or programs at school						
e. Things you've studied in class						
f. Because of discipline problems						
g. To get information or counseling on alcohol or drug abuse						
h. For counseling on personal problems						

MAKE SURE THAT YOU HAVE ANSWERED "YES" OR "NO" TO EACH QUESTION IN EACH COLUMN.

52. **What kind of work do you expect to be doing when you are 30 years old? (MARK THE ANSWER THAT COMES CLOSEST TO WHAT YOU EXPECT TO BE DOING. IF YOU HAVE TWO OR THREE THINGS YOU THINK YOU MAY BE DOING, DO NOT CHOOSE MORE THAN ONE ANSWER. INSTEAD, MAKE ONE BEST GUESS.)**

(MARK ONE)

- CRAFTSPERSON OR OPERATOR such as baker, mechanic, cook, machine operator, television repairer, telephone repairer, clothing presser, bus driver, taxi driver, truck driver
- FARMER OR FARM MANAGER
- HOUSEWIFE/HOMEMAKER
- LABORER OR FARM WORKER such as farm hand, garbage collector, car washer, construction worker
- MILITARY, POLICE, OR SECURITY OFFICER such as career officer or enlisted person in the armed forces, police officer, security guard, firefighter, detective
- PROFESSIONAL, BUSINESS, OR MANAGERIAL such as professor, teacher, librarian, nurse, doctor, dentist, restaurant manager, buyer, business executive
- OWNING a business or service establishment
- TECHNICAL such as draftsman, medical or dental technician, computer programmer
- SALESPERSON, CLERICAL OR OFFICE WORKER such as sales clerk, real estate agent, newsstand operator, data entry clerk, secretary, bank teller
- SCIENCE OR ENGINEERING PROFESSIONAL such as engineer or scientist
- SERVICE WORKER such as waiter, hairdresser, worker in fast food establishment, cook, janitor, beautician, childcare worker
- OTHER
- NOT WORKING
- DON'T KNOW

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PART 6 — YOUR JOBS AND CHORES

53. Not counting chores around the house, how many hours do/did you work a week for pay on your present or most recent job?

(MARK ONE)

- None, never worked for pay
- Up to 4 hours a week
- 5-10 hours a week
- 11-20 hours a week
- 21 or more hours a week

54. Which of the job categories below comes closest to the kind of work you do/did for pay on your current or most recent job? (Do not include work around the house. If more than one kind of work, choose the one that paid you the most per hour.)

(MARK ONE)

- Have not worked for pay
- Lawn work
- Waiter or waitress
- Newspaper route
- Babysitting or child care
- Farm or agricultural work
- Other manual labor
- Store clerk, salesperson
- Office or clerical
- Odd jobs
- Other

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PART 7 — YOUR SCHOOL LIFE

55. During the first semester of the current school year, has any of the following things happened to you?

(MARK ONE ON EACH LINE)

	Never	Once or twice	More than twice
a. I was sent to the office because I was misbehaving			
b. I was sent to the office because of problems with my school work			
c. My parents received a warning about my attendance			
d. My parents received a warning about my grades			
e. My parents received a warning about my behavior			
f. I got into a physical fight with another student			

56. How do you think other students in your classes see you?

Other students in class see you ...	Very	Somewhat	Not at all
a. As popular			
b. As athletic			
c. As a good student			
d. As important			
e. As a trouble-maker			

57. During the first semester of the current school year, how many times have any of the following things happened to you?

(MARK ONE ON EACH LINE)

	Never	Once or twice	More than twice
a. I had something stolen from me at school			
b. Someone offered to sell me drugs at school			
c. Someone threatened to hurt me at school			

58. Indicate the degree to which each of the following matters are a problem in your school.

(MARK ONE ON EACH LINE)

	Serious	Moderate	Minor	Not a problem
a. Student tardiness				
b. Student absenteeism				
c. Students cutting class				
d. Physical conflicts among students				
e. Robbery or theft				
f. Vandalism of school property				
g. Student use of alcohol				
h. Student use of illegal drugs				
i. Student possession of weapons				
j. Physical abuse of teachers				
k. Verbal abuse of teachers				

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59. How much do you agree with each of the following statements about your school and teachers?

(MARK ONE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Students get along well with teachers				
b. There is real school spirit				
c. Rules for behavior are strict				
d. Discipline is fair				
e. Other students often disrupt class				
f. The teaching is good				
g. Teachers are interested in students				
h. When I work hard on schoolwork, my teachers praise my effort				
i. In class I often feel "put down" by my teachers				
j. Most of my teachers really listen to what I have to say				
k. I don't feel safe at this school				
l. Disruptions by other students get in the way of my learning				
m. Misbehaving students often get away with it				

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PART 8 — YOUR SCHOOLWORK

Sometimes students are put in different groups, so that they are with other students of similar ability. The next questions are about ability groups in certain school subjects.

60. What ability group are you in for the following classes?

(MARK ONE ON EACH LINE)

	High	Middle	Low	We aren't grouped	I don't know
a. Mathematics	.....	.....	.....	.....	.....
b. Science	.....	.....	.....	.....	.....
c. English	.....	.....	.....	.....	.....
d. Social Studies	.....	.....	.....	.....	.....

Students often take certain classes for different reasons. Questions 61 through 65 ask about the people who may have helped you decide to take or not take algebra.

61. Did a teacher or counselor talk to you about taking an algebra course this year?

(MARK ONE)

- Yes .....
- No .....
- Algebra not offered .....

62. Did your parents/guardians want you to take an algebra course this year?

(MARK ONE)

- Yes .....
- No .....
- I don't know .....

63. Did your friends encourage you or discourage you from taking algebra this year?

(MARK ONE)

- Encouraged me .....
- Discouraged me .....
- Neither encouraged nor discouraged me .....
- Algebra not offered .....

64. Were you asked by the principal or another school staff member if you wanted to take an algebra course?

(MARK ONE)

- Yes .....
- No .....
- Algebra not offered .....

65. Who do you think had the most to say about whether you took algebra?

(MARK ONE)

- I did .....
- My parents/guardians .....
- Teachers .....
- Counselors .....
- My friends .....
- Algebra not offered .....

66. Are you enrolled in advanced, enriched, or accelerated courses in any of the following areas?

(MARK ONE ON EACH LINE)

	Yes	No
a. English (language arts)	.....	.....
b. Social studies	.....	.....
c. Science	.....	.....
d. Mathematics	.....	.....

67. Which of the following <u>math</u> classes do you attend at least once a week this school year?

(MARK ONE ON EACH LINE)

	Attend	Do Not Attend
*a. REMEDIAL MATH	.....	.....
b. REGULAR MATH	.....	.....
c. ALGEBRA (or other advanced math)	.....	.....

67A. Which of the following <u>science</u> classes do you attend at least once a week this school year?

(MARK ONE ON EACH LINE)

	Attend	Do Not Attend
a. A SCIENCE COURSE in which you have a LABORATORY	.....	.....
b. SCIENCE (general science)	.....	.....
c. BIOLOGY (life science)	.....	.....
d. EARTH SCIENCE	.....	.....

67B. Which of the following classes do you attend at least once a week this school year?

(MARK ONE ON EACH LINE)

	Attend	Do Not Attend
a. ENGLISH (including literature, composition, language arts)	.....	.....
b. REMEDIAL ENGLISH	.....	.....
c. HISTORY	.....	.....
d. SOCIAL STUDIES (including government or civics, economics geography, current events)	.....	.....
e. FOREIGN LANGUAGE	.....	.....
f. ART	.....	.....
g. MUSIC	.....	.....
h. COMPUTER EDUCATION	.....	.....

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67. Continued

67C. Which of the following classes do you attend at least once a week this school year?

(MARK ONE ON EACH LINE)

	Attend	Do Not Attend
a. HOME ECONOMICS	.....	.....
b. SHOP (industrial arts)	.....	.....
c. TYPING	.....	.....
d. CONSUMER EDUCATION	.....	.....
e. AGRICULTURE	.....	.....

67D. Which of the following classes do you attend at least once a week this school year?

(MARK ONE ON EACH LINE)

	Attend	Do Not Attend
a. DRAMA OR SPEECH	.....	.....
b. RELIGIOUS EDUCATION	.....	.....
c. PHYSICAL EDUCATION (gym)	.....	.....
d. SEX EDUCATION	.....	.....

68. Are you enrolled in any of the following special programs/services?

(MARK ONE ON EACH LINE)

	Yes	No
a. Classes for gifted or talented students	.....	.....
b. Special instruction for those whose first language is not English — for example, bilingual education or English as a second language (not regular English classes)	.....	.....

Questions 69-72

For each of the eighth grade subjects listed below, mark the statement that best expresses your opinion.

69. MATHEMATICS

(MARK ONE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I usually look forward to mathematics class	.....	.....	.....	.....
b. I often am afraid to ask questions in mathematics class	.....	.....	.....	.....
c. Math will be useful in my future	.....	.....	.....	.....

70. ENGLISH

(MARK ONE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I usually look forward to English class	.....	.....	.....	.....
b. I often am afraid to ask questions in English class	.....	.....	.....	.....
c. English will be useful in my future	.....	.....	.....	.....

71. SOCIAL STUDIES

(MARK ONE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I usually look forward to social studies class	.....	.....	.....	.....
b. I often am afraid to ask questions in social studies class	.....	.....	.....	.....
c. Social studies will be useful in my future	.....	.....	.....	.....

72. SCIENCE

(MARK ONE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I usually look forward to science class	.....	.....	.....	.....
b. I often am afraid to ask questions in science class	.....	.....	.....	.....
c. Science will be useful in my future	.....	.....	.....	.....

73. Do you ever feel bored when you are at school?

(MARK ONE)

- Never .....
- Once in a while .....
- About half of the time .....
- Most of the time .....

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74. **Were you ever held back (made to repeat) a grade in school?**
(MARK ONE)

No ..... → **GO TO Question 75**
Yes ..... → **I repeated grade(s):**

GRADES REPEATED: **(MARK ALL THAT APPLY)**

a. Kindergarten .....
b. Grade 1 .....
c. Grade 2 .....
d. Grade 3 .....
e. Grade 4 .....
f. Grade 5 .....
g. Grade 6 .....
h. Grade 7 .....
i. Grade 8 .....

75. **How many days of school did you miss over the past four weeks?**
(MARK ONE)

None .....
1 or 2 days .....
3 or 4 days .....
5 to 10 days .....
More than 10 days .....

76. **How often do you cut or skip classes?**
(MARK ONE)

Never or almost never .....
Sometimes, but less than once a week .....
Not every day, but at least once a week .....
Daily .....

77. **How many times were you late for school over the past four weeks?**
(MARK ONE)

None .....
1 or 2 days .....
3 or 4 days .....
5 to 10 days .....
More than 10 days .....

78. **How often do you come to class and find yourself WITHOUT these things?**
(MARK ONE ON EACH LINE)

	Usually	Often	Seldom	Never
a. Pencil or paper (when needed)	.....	.....	.....	.....
b. Books (when needed)	.....	.....	.....	.....
c. Your homework done (when assigned)	.....	.....	.....	.....

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79. In the following subjects, about how much time do you spend on homework EACH WEEK?

(MARK ONE ON EACH LINE)

HOURS PER WEEK:	None	Less than 1 hour	1 hour	2 hours	3 hours	4-6 hours	7-9 hours	10 or more
a. Mathematics homework								
b. Science homework								
c. English homework								
d. Social Studies homework								
e. Homework for all other subjects								

80. How much additional reading do you do each week on your own outside school — not in connection with schoolwork? (Do not count any reading done for any school purpose.)

(MARK ONE)

- None
- 1 hour or less per week
- 2 hours
- 3 hours
- 4-5 hours
- 6 hours or more per week

81. For each of the school subjects listed below, mark the statement that best describes your grades from sixth grade up till now.

(MARK ONE FOR EACH SUBJECT BELOW)

	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES
Mostly As (a numerical average of 90-100)				
Mostly Bs (80-89)				
Mostly Cs (70-79)				
Mostly Ds (60-69)				
Mostly below D (below 60)				
Does not apply to me — my classes are not graded				

MAKE SURE THAT YOU HAVE GIVEN ONE ANSWER FOR EACH SUBJECT.

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PART 9 — YOUR ACTIVITIES

82. Have you or will you have participated in any of the following school activities during the current school year, either as a member, or as an officer (for example, vice-president, coordinator, team captain)?

(MARK ONE ON EACH LINE)

	Did not participate	Participated as a member	Participated as an officer
a. Science fairs			
b. School varsity sports (playing against teams from other schools)			
c. Intramural sports (playing against teams from your own school)			
d. Cheerleading			
e. Band or Orchestra			
f. Chorus or choir			
g. Dance			
h. History club			
i. Science club			
j. Math club			
k. Foreign language club			
l. Other subject matter club			
m. Debate or speech team			
n. Drama club			
o. Academic Honors Society			
p. Student newspaper			
q. Student yearbook			
r. Student council			
s. Computer club			
t. Religious organization			
u. Vocational education club			

83. Have you or will you have participated in any of the following outside-school activities this year, either as a member, or as an officer (for example, vice-president, coordinator, team captain)?

(MARK ONE ON EACH LINE)

	Did not participate	Participated as a member	Participated as an officer
a. Scouting			
b. Religious youth groups			
c. Hobby clubs			
d. Neighborhood clubs or programs			
e. Boys' clubs or girls' clubs			
f. Non-school team sports			
g. 4-H			
h. Y or other youth groups			
i. Summer programs, such as workshops or institutes in science, language, drama, and so on			
j. Other			

THANK YOU

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VITA

Beverly Eugene Coleman

SUMMARY OF EXPERIENCE

Senior education research analyst with thirty-six years of educational experience. Expertise in modifying and implementing multi-level educational programs at community, local school district, state, and federal policymaking levels. Experienced in designing and adapting programs focused on comprehensive school reform to improve student learning and professional development.

FEDERAL EXPERIENCE

U.S. Department of Education 1980 to Present
Washington, DC

SENIOR EDUCATION RESEARCH ANALYST, Office of Educational Research and Improvement (OERI), National Institute on the Education of At-Risk Students (NIEARS).

Responsible for providing leadership for educational research and program efforts for under represented diverse populations: American Indian/Alaska Native students; gifted and talented students not identified by traditional methods; and students from other under served groups. Promote organizational collaborations to maximize educational efforts to improve student learning and professional development.

- Managed grants and contracts processes for national education research centers.
- Ensured that activities adhered to relevant Presidential Executive Orders.
- Served as co-team leader for the planning process that established the National Institute on the Education of At-Risk Students under Congressional reauthorization.
- Liaison to the National Research Center on the Gifted and Talented.

SENIOR EDUCATION PROGRAM SPECIALIST, Office of Educational Research and Improvement (OERI), Regional Educational Laboratory Program & Javits Gifted and Talented Students Program Coordinator.

Accountable for facilitating liaison activities between OERI and the Mid-Continent Regional Educational Laboratory (MCREL). Coordinated the Javits Students Program activities.

Beverly E. Coleman

- Managed grants and contracts awarded to local, state, and higher education agencies and organizations under the following programs: Javits Gifted and Talented Students; Small Business Innovative Research; Educational Partnerships;
  and Star Schools Distance Learning.
- Supervised planning, development, coordination, and production activities for publications.
- Represented OERI on several federal interagency teams.
- Coordinated activities to facilitate professional development for representatives from colleges and universities.

SENIOR EDUCATION PROGRAM ANALYST, Office of Postsecondary Education (OPE).

Served as senior special assistant to the OPE Assistant Secretary. Responsible for developing activities implementing Executive Orders to strengthen Historically Black Colleges and Universities and Hispanic Education Initiatives. Planned and facilitated large annual national conferences. Coordinated higher education activities with twenty-three federal agencies.

SUPERVISORY LENDER REVIEW SPECIALIST, Office of Postsecondary Education (OPE).

Supervised the lender review staff and reviews of participating schools, propriety institutions, lenders, state guarantee agencies, and secondary lenders, pursuant to the federal Guaranteed Student Loan Program. Conducted a team staff review of a large state guarantee agency. The Department of Education recovered approximately $3 million in federal student loan funds from the agency. Developed and wrote management procedures for the Lender Review Branch.

SENIOR SPECIAL ASSISTANT, OFFICE OF INTERGOVERNMENTAL & INTERAGENCY AFFAIRS (OIIA).

Served as a principal career special assistant to the first seven Deputy Under Secretaries in the U.S. Department of Education. Responsible for developing activities to establish the first intergovernmental and interagency affairs office in the newly formed Education Department. Represented the Department of Education on the Office of Management and Budget's (OMB) Interagency Task Force. Performed policy analyses as a member of the task force that developed the Presidential ACADEMIC Fitness Awards (PAFA) Program. Conducted an evaluation of the educational service delivery system in America Samoa. Recommendations to the Department of Interior's Office of Territorial Affairs, the governor, and the Chief State School

Beverly E. Coleman

Officer helped to erase a $3.8 million audit deficit. Selected by senior manager as a charter member of the Senior Managers Program in collaboration with the Office of Personnel Management. Established the U.S. Department of Education's process for the Intergovernmental Review of Federal Programs pursuant to Executive Order 12372.

Department of Health, Education and Welfare 1971 to 1980
U.S. Office of Education, Region V
Chicago, Illinois

BRANCH CHIEF, Office of Student Financial Assistance (SFA), Guaranteed Student Loan Program.

Supervised the lender review staff and comprehensive reviews of portfolios of 5000+ lenders in six Midwestern states: Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. Wrote and published lender review management procedures. Developed strategies that strengthened lending practices to establish repayment commitments from student borrowers which reduced student loan default rates in the six Midwestern states.

SENIOR EDUCATION PROGRAM SPECIALIST, Bureau of Elementary and Secondary Education (BESE). Responsible for implementing programs pursuant to Title IV, Civil Rights Act, 1964 and Title VII, Emergency School Aid Act (ESAA) in court-ordered desegregating school districts.

Served as training officer for the ESAA staff. Member of a three person problem-solving team that developed and established the first centralized peer review of ESAA proposal applications for federal grant funds. Approximately 900 applications were processed.

STATE EXPERIENCE

State of Illinois Office of Education 1969 to 1971
Chicago, Illinois
STATE REGIONAL CONSULTANT, Handicapped Children's Section.

Managed special education teacher and program approvals. Monitored and evaluated Illinois school districts for state reimbursement funds. Responsible for presenting the Illinois Chief State School Officer's perspective (Michael Bakalis) on special education at national conferences. Provided input for State of Illinois Rules and Regulations for Special Education Programs. Designed evaluation instruments to measure the instructional quality of teaching and programs. Served as a consultant for federal Title III, Elementary & Secondary Education Act, developing programs in rural Appalachian areas of Kentucky.

Beverly E. Coleman

LOCAL SCHOOL DISTRICT EXPERIENCE

Champaign, Illinois Unit School District 4 — 1961 to 1968
University of Illinois
Champaign-Urbana, Illinois

CLASSROOM TEACHER, BUILDING PRINCIPAL, and DISTRICT ADMINISTRATOR, Champaign Public Schools. Served as a cooperating teacher and cooperating administrator with the University of Illinois, College of Education, Champaign-Urbana, Illinois.

Taught primary educable mentally handicapped (EMH) classes. Promoted to the position, Director, EMH Program and Principal of Willard School for the trainable mentally handicapped (TMH). Supervised senior special education majors completing classroom student teaching assignments in the school district. Worked with teachers to design the first approved program in the State of Illinois to award official high school diplomas to qualifying seniors successfully completing special education programs. Represented the school district on the Urbana Montessori School Board.

EDUCATION

Ph.D., Education — May 17, 1998
Curriculum and Instruction — UIUC
University of Illinois

M.Ed., Special Education — June 1965
Administration, Supervision & Management — UIUC
University of Illinois

B.S., Elementary Education & Special Education — June 1961
Southern Illinois University — Carbondale, Illinois

CURRENT TEACHING CERTIFICATION - REGISTERED BY THE STATE OF ILLINOIS

1. (Type 03) - Elementary K-9 Teaching
2. (Type 10) - Special K-14, Teaching & Supervising Special Education
3. (Type 61) - All Grade Supervisory K-14, Teaching & Supervising
4. (Type 75) - Administrative K-12, General Supervisory